

Unit Title: The Power of Story

INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM

OVERVIEW SAMPLE AUTHORED BY

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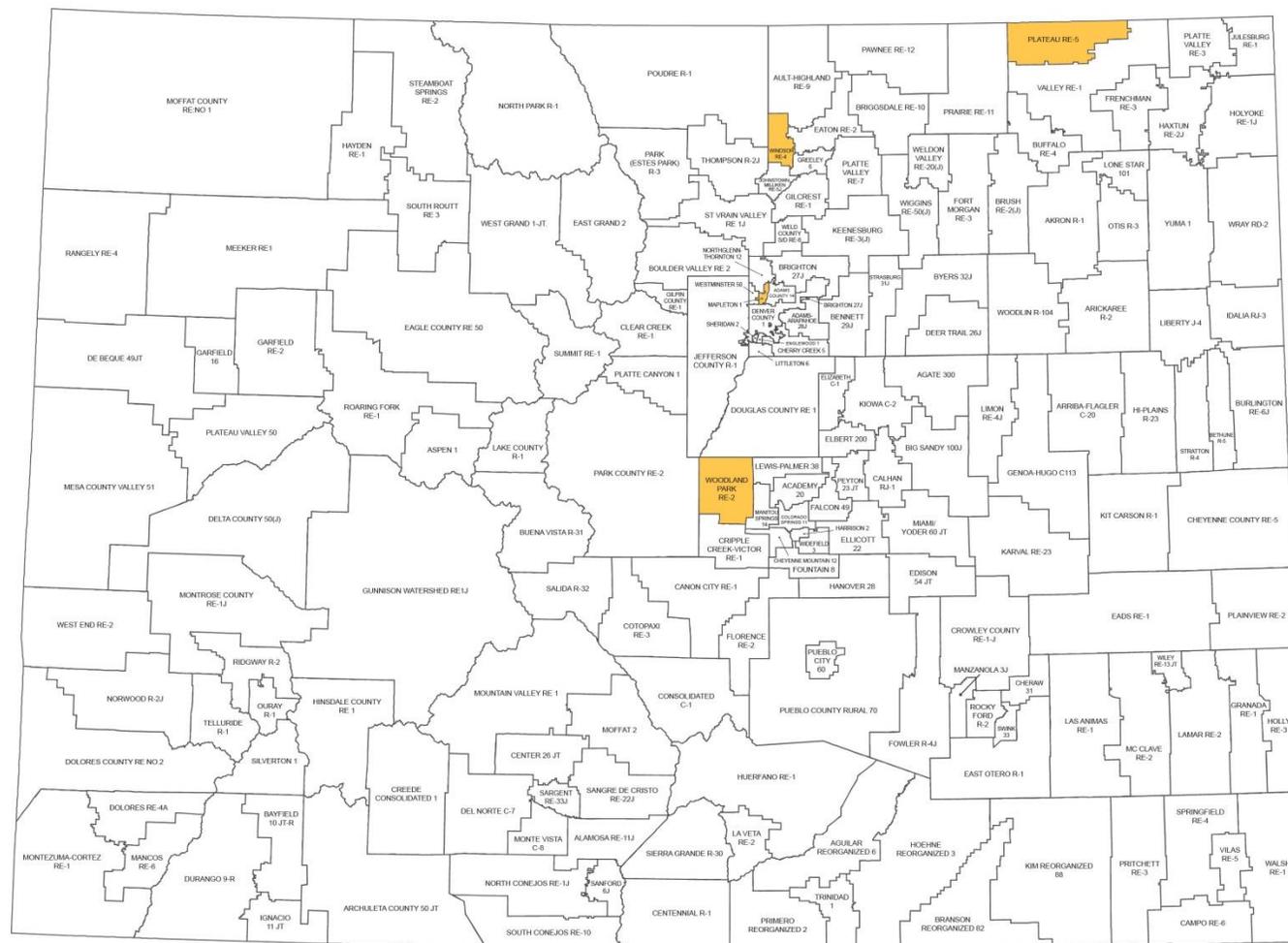
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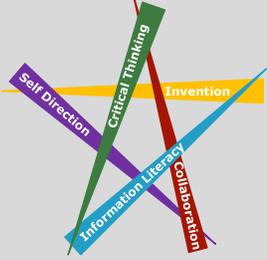


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their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

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Reading, Writing, and Communicating	Grade Level	11 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Oral Expression and Listening	1. Verbal and nonverbal cues impact the intent of communication	RWC10-GR.11-S.1-GLE.1	
	2. Validity of a message is determined by its accuracy and relevance	RWC10-GR.11-S.1-GLE.2	
2. Reading for All Purposes	1. Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning	RWC10-GR.11-S.2-GLE.1	
	2. Ideas synthesized from informational texts serve a specific purpose	RWC10-GR.11-S.2-GLE.2	
	3. Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts	RWC10-GR.11-S.2-GLE.3	
3. Writing and Composition	1. Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience	RWC10-GR.11-S.3-GLE.1	
	2. Elements of informational and persuasive texts can be refined to inform or influence an audience	RWC10-GR.11-S.3-GLE.2	
	3. Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity	RWC10-GR.11-S.3-GLE.3	
4. Research and Reasoning	1. Self-designed research provides insightful information, conclusions, and possible solutions	RWC10-GR.11-S.4-GLE.1	
	2. Complex situations require critical thinking across multiple disciplines	RWC10-GR.11-S.4-GLE.2	
	3. Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence	RWC10-GR.11-S.4-GLE.3	

Colorado 21st Century Skills



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

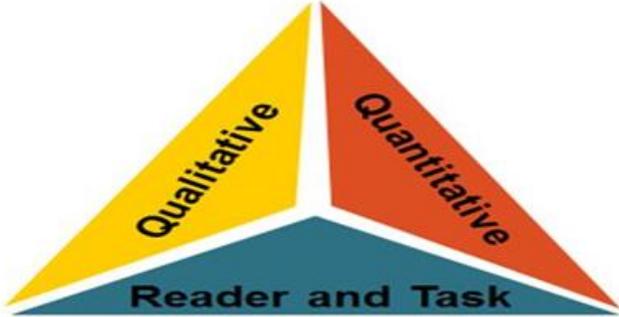
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Text Complexity



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The Power of Story	4-6 weeks	

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Unit Title	The Power of Story		Length of Unit	4-6 weeks
Focusing Lens(es)	Heroism/Oral Tradition	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.10-S.2-GLE.1 RWC10-GR.10-S.2-GLE.2 RWC10-GR.10-S.2-GLE.3 RWC10-GR.10-S.3-GLE.1	RWC10-GR.10-S.3-GLE.2 RWC10-GR.10-S.4-GLE.1 RWC10-GR.10-S.4-GLE.2 RWC10-GR.10-S.4-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does literature of the past reflect the ideas and values of the present? (RWC10-GR.10-S.2-GLE.1) • Is it possible to be completely objective analyzing ideas? Explain. • Are all new stories just a recycling of older ideas? 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	Text, literature, topic, source, definition, bias, logic, narrative	Analysis, theme, word meaning, objective, subjective, facts, audience, point of view, characterization, plot	Development, theme, objective, details, audience, pacing, dialogue, tone	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Historical texts from the same time period provide understanding of the prevalent themes and topics of that time. (RWC10-GR.10-S.2-GLE.1-EO.c.ii), (RWC10-GR.10-S.4-GLE.1-EO.f.ii) and (RWC10-GR.10-S.2-GLE.1-EO.a.ii)	What are the benefits in comparing fictional and non-fictional accounts of historical events?	How do different translations of the text change the author’s intended tone? (RWC10-GR.10-S.2-GLE.1-EO.c.i) How does a writer’s historical and cultural context shape his/her biases and texts?
Personal beliefs and biases influence reactions to the viewpoint and logic of others (RWC10-GR.10-S.4-GLE.2-EO.e)	Which protagonist best reflects the heroic values of today? (RWC10-GR.10-S.2-GLE.1-EO.a.ii) and (RWC10-GR.10-S.2-GLE.2-EO.a.ii)	Is knowledge of author’s intent important when studying a text? (RWC10-GR.10-S.2-GLE.2-EO.b.ii)
Quality reasoning requires humility and empathy (RWC10-GR.10-S.4-GLE.3-EO.c)	Where in the text do we find an appeal to universal themes? (RWC10-GR.10-S.4-GLE.3-EO.d)	To what extent is it important to consider other points of view in an argument? (RWC10-GR.10-S.4-GLE.3-EO.a)
Narrative writing develops real or imagined experiences or events by using effective technique, well-chosen details, and well-structured sequences. (RWC10-GR.10-S.3-GLE.1-EO.a)	Is the connotation of hero applied differently between the stories? Explain using text-based examples to support your claim. (RWC10-GR.10-S.2-GLE.3-EO.b) and (RWC10-GR.10-S.3-GLE.2.b.ii)	How does fiction reflect the beliefs of a society?

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<p>Effective narrative uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters. (RWC10-GR.10-S.3-GLE.1-EO.a.iii)</p>	<p>What importance does a conclusion have on overall understanding of a story? (RWC10-GR.10-S.3-GLE.1-EO.a.v)</p>	<p>How does characterization help clarify the theme of the novel?</p>
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<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • Foundational works of American literature (RWC10-GR.11-S.2-GLE.1-EO.c.ii) and (RWC10-GR.11-S.4-GLE.1-EO.f.ii) • The ways in which authors develop and connect interrelated themes over the course of a text (RWC10-GR.11-S.2-GLE.1-EO.a.ii) and (RWC10-GR.11-S.2-GLE.2-EO.a.ii) • How personal beliefs and biases can influence reader reactions to a text (RWC10-GR.11-S.4-GLE.2-EO.e) • Narrative elements that develop character traits and character interactions (RWC10-GR.11-S.3-GLE.1-EO.a.ii) • Narratives elements that develop experiences or events through effective technique, details, and structured sequences (RWC10-GR.11-S.3-GLE.1-EO.a) • Methods authors employ to develop complex ideas events over the course of a text (RWC10-GR.11-S.2-GLE.2-EO.a.ii) • Word and phrase meanings utilized in specific texts (RWC10-GR.11-S.2-GLE.1-EO.b.i) • Themes that recur over multiple texts from the same time period and/or author (RWC10-GR.11-S.2-GLE.1-EO.c.ii) • Word meaning and text features for understanding and comprehension (RWC10-GR.11-S.2-GLE.2-EO.b.ii) and (RWC10-GR.11-S.2-GLE.3-EO.b) • Methods authors use to explore and expound topic development in a text (RWC10-GR.11-S.3-GLE.2-EO.b.ii) 	<ul style="list-style-type: none"> • Demonstrate knowledge of 18th, 19th, and early 20th century foundational works (RWC10-GR.11-S.2-GLE.2-EO.c.ii) • Use text features and graphical representations to complement comprehension and critical analysis of a text (RWC10-GR.11-S.2-GLE.2-EO.b.ii) • Determine or clarify the meaning of unknown and multiple-meaning words (RWC10-GR.11-S.2-GLE.3-EO.b.) • Consult reference materials for vocabulary understanding (RWC10-GR.11-S.2-GLE.3-EO.b.ii) and (RWC10-GR.11-S.2-GLE.3-EO.b.iv) • Explain how individuals, ideas, or events develop over the course of a text (RWC10-GR.11-S.2-GLE.2-EO.a.ii) • Determine two or more themes or ideas of a text and analyze their development over the course of a text (RWC10-GR.11-S.2-GLE.1-EO.a.ii) • Select the most significant and relevant facts, definitions, details, quotations, or other information appropriate to audience (RWC10-GR.11-S.3-GLE.2-EO.b.ii) • Write narratives (RWC10-GR.11-S.3-GLE.1-EO.a) • Create a smooth progression of events or experiences (RWC10-GR.10-S.3-GLE.1-EO.a.i) • Use narrative techniques (RWC10-GR.11-S.3-GLE.1-EO.a.ii) • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (RWC10-GR.11-S.3-GLE.1-EO.a.ii) • Provide a conclusion that follows from the course of the narrative (RWC10-GR.11-S.3-GLE.1-EO.a.v) • Analyze the impact of specific word choices on meaning and tone (RWC10-GR.11-S.2-GLE.1-EO.b.)

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<p>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: <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>Harper Lee’s demonstrates the underlying social inequality of America by using the point of view of children and their innocence as a contrast to the indifference of adult society. A well written narrative structures itself to convey multiple themes clearly.</i></p>
<p>Academic Vocabulary:</p>	<p>Inquiry, verify, genre, minority, society, context, analyze, evidence, class structures, critique, inference, substantiate, validity, evaluate, theme, perspective, criticism, context</p>
<p>Technical Vocabulary:</p>	<p>Writing process, resolution, tone, point of view, style, symbolism, irony, theme, imagery, voice, word choice, rhetoric, sentence variety, diction, literary movements, denotation, connotation, Romanticism, Transcendentalism, Modernism</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	Throughout this 4-6 week unit, students explore bias, both in their personal lives and within the literature they study. Students will analyze how personal beliefs and biases influence the way they interact with texts they read and which they produce. The unit culminates with a personal portfolio project that includes a personal narrative, literary analysis, reflections, and an argument piece in which the students will make recommendations concerning a literature curriculum.
Considerations:	The authors of this unit chose to explore how authorial bias surfaces in literary and nonfiction texts. The authors of this unit purposely included a wide arrange of informational and literary texts. Teachers, however, could choose to more narrowly focus on a particular authors, genres, time periods, literary movements, and so on.
Unit Generalizations	
Key Generalization:	Personal beliefs and biases influence reactions to the viewpoint and logic of others
Supporting Generalizations:	Quality reasoning requires humility and empathy
	Historical texts from the same time period provide understanding of the prevalent themes and topics of that time
	Narrative writing develops real or imagined experiences or events by using effective technique, well-chosen details, and well-structured sequences
	Effective narrative uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Personal beliefs and biases influence reactions to the viewpoint and logic of others
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>Performance Assessment: As an expert on bias in literature, you have been asked to evaluate the literature curriculum materials in your school district. Your task will be to evaluate one grade level of the curriculum or one theme or idea that you have observed through grade levels for bias in the curriculum materials. Your submitted portfolio will include a brief reflection on your own biases that you have, an analysis of bias in an author study of your choice, and an argument of how curriculum materials could be adopted to address the issue of bias. You may want to consult this resource as you draft your final argument: http://www.sadker.org/curricularbias.html (Seven common forms of bias in instructional materials).</p> <p>Role: Curriculum expert Audience: District leadership Format: Portfolio Topic: Bias in literature curriculum materials</p>
Product/Evidence: (Expected product from students)	Students will create a portfolio of writing exploring the concept of bias and perspective in literature. Their portfolio will demonstrate a variety of responses to the readings during the unit and will allow them to express their own understanding of how bias influences their own writing as well as their reactions to the writings of others.

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	<p>Personal Portfolio Project</p> <p>The portfolio may consist of any combination of the student written products generated in the unit:</p> <ul style="list-style-type: none"> • the memoir writing that explores their own biases (Learning Experience #8); • the focus study of their chosen author (Learning Experience #11); • the empathy piece (Learning Experience #12); • the reflection on whether a text can ever be devoid of bias (Learning Experience #13) and • the argument on how curriculum materials adoptions may help in addressing bias (summative writing)
<p>Differentiation: (Multiple modes for student expression)</p>	<p>Student may use multiple forms (written/oral/visual/digital) of expression for the portfolio components</p> <p>Student may use single piece of literature for portfolio completion</p>

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Common Sense</i> by Thomas Paine (Lexile =1330)</p> <p>“Society and Solitude” by Ralph Waldo Emerson (Lexile unavailable)</p> <p><i>Walden</i> by Henry David Thoreau (Lexile =1340)</p>	<p><i>Frankenstein</i> by Mary Shelley (Lexile =1170)</p> <p><i>MacBeth</i> William Shakespeare (Lexile=1350)</p> <p><i>The Scarlet Letter</i> by Nathaniel Hawthorne (Lexile=1340)</p> <p><i>Billy Budd, Sailor</i> by Herman Melville (Lexile =1450)</p> <p><i>The Great Gatsby</i> F. Scott Fitzgerald (Lexile=1070)</p> <p><i>Black Boy</i> Richard Wright, (Lexile=950)</p> <p><i>Absolutely True Diary of a Part-Time Indian</i> Sherman Alexie (Lexile=600)</p> <p><i>Macho</i> Victor Villasenor (Lexile =660)</p> <p><i>Death of a Salesman</i> by Arthur Miller (Lexile =1320)</p>

Ongoing Discipline-Specific Learning Experiences			
1.	Description:	When thinking like a literary critic, students will increase their vocabulary of literary language	<p>Teacher Resources: http://www.adlit.org/strategies/22369/ (Graphic organizer -- Frayer Model), www.quizlet.com (Online Flashcard Generator) http://d11.org/Instruction/Literacy.LanguageArts/Academic%20Vocabulary/Academic%20Vocabulary%20Strategies/6-step%20organizer.pdf (Marzano’s 6-step model)</p> <p>Student Resources: Included with teacher resources</p>
	Skills:	Determine or clarify the meaning of unknown and multiple-meaning words Consult reference materials for vocabulary understanding	<p>Assessment: Students will demonstrate their vocabulary development in writing, class discussions, and with teacher conferences.</p>

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2.	Description:	In reading like a literary critic, students will deepen and enrich their research skills	Teacher Resources:	https://owl.english.purdue.edu/owl/section/2/ [Purdue’s online writing lab (OWL) research resources] http://www.csuchico.edu/lins/handouts/eval_websites.pdf (Rubric for evaluating sources)
			Student Resources:	https://owl.english.purdue.edu/owl/section/2/ [Purdue’s online writing lab (OWL) research resources] http://www.csuchico.edu/lins/handouts/eval_websites.pdf (Rubric for evaluating sources)
	Skills:	Select the most significant and relevant facts, definitions, details, quotations, or other information appropriate to audience	Assessment:	Students will demonstrate their researching skills in authentic writing tasks, class discussions, and with teacher conferences.
3.	Description:	Students will develop narrative writing skills	Teacher Resources:	http://writingfix.com/genres/narrative.htm (The Writing Fix’s resources for narrative wrting) https://owl.english.purdue.edu/owl/resource/685/04/ [Purdue’s online writing lab (OWL) narrative resources]
			Student Resources:	Graphic organizers, drafts of papers, peer edit form, rubric
	Skills:	Write narratives Use narrative techniques Use a variety of techniques to sequence Provide a conclusion that follows from the course of the narrative Analyze the impact of specific word choices on meaning and tone	Assessment:	Students will demonstrate their researching skills in authentic writing tasks, class discussions, and with teacher conferences.

Prior Knowledge and Experiences

Students should have grade level literacy skills in narrative writing, literary analysis, the writing process, researching, and speaking and listening skills in group projects.

Learning Experience # 1

Teacher may brainstorm with students around the concept of “bias” so that students begin to understand the range of perspectives and interpretations of the word and concept. This may include an exploration into the connotation of the word “bias.”

Generalization Connection(s): Personal beliefs and biases influence reactions to the viewpoint and logic of others

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Teacher Resources:	http://www.tolerance.org/magazine/number-37-spring-2010/feature/i-don-t-think-i-m-biased (Professional Development on Personal Biases and Teaching Bias)	
Student Resources:	N/A	
Assessment:	Students will write an exit ticket reflecting on their understanding of bias. http://exitticket.org/ (Online exit ticket form)	
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"> • How personal beliefs and biases can influence reader reactions to a text • Word and phrase meanings utilized in specific texts 	
Key Skills:	<ul style="list-style-type: none"> • Analyze the impact of specific word choices on meaning and tone 	
Critical Language:	Bias, assumption, inference, tone, voice, diction, word choice, stereotype, imply, analysis, connotation, denotation	

Learning Experience # 2		
The teacher may use excerpts from contemporary informational and literary texts so that students can begin identifying language that signifies authorial bias (word choice, phrases, images, figurative language, etc.). [<i>Understanding text, responding to text</i>]		
Generalization Connection(s):	Personal beliefs and biases influence reactions to the viewpoint and logic of others	
Teacher Resources:	http://www.tolerance.org/magazine/number-37-spring-2010/feature/i-don-t-think-i-m-biased (Professional Development on Personal Biases and Teaching Bias) http://teachingasleadership.org/sites/default/files/Related-Readings/DCA_Ch5_2011.pdf (Lesson Plan on Teaching Bias and Privilege) http://mediasmarts.ca/lessonplan/bias-lesson (Media Bias Lesson Plan) http://www.pdesas.org/module/content/resources/19402/view.ashx (Lesson Plan: What is Bias and How do You Recognize It?) http://www.socialstudies.com/pdf/DZ268VP2TG.pdf (Multi-Day Lesson Plan on Bias from Discovery) http://www.commentarymagazine.com/2012/04/04/statistics-prove-bias-against-women/ ("Statistics Prove the Bias against Women in Literature," from Commentary magazine) http://rewordify.com/ (Differentiation tool for simplifying complex texts) http://www.readworks.org (Leveled comprehension texts on a variety of topics) www.newsela.com (Variety of current events topics which can be transformed to different lexile levels) http://www.usnews.com/cartoons/immigration-cartoons (Political cartoons)	

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<p>Student Resources:</p>	<p>http://akdart.com/med6.html (Link to Examples of Media Bias) http://www.denverpost.com/editorials/ci_24687970/no-right-refuse-gay-couples-wedding-cake (Article about Sexual Orientation Bias) http://www.cagle.com/topics/government/politics-government/cartoon-bias/ (Bias in Political Cartoons) http://www.sportingnews.com/nfl/story/2014-01-19/richard-sherman-post-game-interview-michael-crabtree-video-gif-quote-erin-andrews-seahawks-49ers-score (Video of Richard Sherman Post-Game Interview) http://www.ccctc.k12.oh.us/Downloads/Gender%20Bias%20in%20the%20Classroom2.pdf (Examples of Gender Bias in the Classroom) http://www.usnews.com/cartoons/immigration-cartoons (Political Cartoons on Immigration) http://www.usnews.com/cartoons/political-cartoons-on-the-boston-marathon-bombings?int=ad0986 (Boston Marathon Bombing Cartoons) http://www.usnews.com/cartoons/editorial-cartoons-about-the-newtown-shooting (Newtown Shooting Cartoon)</p>	
<p>Assessment:</p>	<p>Students will write an exit ticket reflecting on their understanding of bias in various forms of informational text or popular media. http://exitticket.org/ (Online exit ticket form). Students may use a double entry journal format to capture the evidence in one column and note the bias of the evidence in the other. http://www.adlit.org/strategies/22091/ (Double entry journal)</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <p>Teacher may provide a variety of resources in diverse formats (text, visuals, videos, etc.) Teacher may provide lists of key vocabulary and definitions Teacher may provide transcripts of video Teacher may provide leveled texts Teacher may provide highlighted texts Teacher may provide guided/structured notes for student completion Teacher may provide background information/explanations that supplement specific resources Teacher may provide peer assistance (translation, etc.) Teacher may provide cooperative learning groups Teacher may provide alternate rubric prepared for oral and /or written response http://rewordify.com/ (Online differentiation tool for simplifying complex texts) http://www.readworks.org (Online leveled comprehension texts on a variety of topics) www.newsela.com (Variety of current events topics which can be transformed to different lexile levels)</p>	<p>Expression (Products and/or Performance)</p> <p>Students may complete the reflection in a variety of formats – written, oral, visual Students may have assignments modified for length and/or complexity (e.g. short constructed response).</p>

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide leveled texts Teacher may provide peer teaching opportunities Teacher may provide cooperative learning groups Teacher may provide “more subtle” examples of bias Teacher may provide deeper/more complex connections to topic (e.g. personal connections between bias example and their own experience) Teacher may provide opportunities to find divergent examples on a single topic	Students may complete the reflection in a variety of formats – written, oral, visual Students may present a topic to a group or whole class Students may teach a mini-lesson to a group or whole class Students may include “community/social impact” as part of their reflection
Critical Content:	<ul style="list-style-type: none"> • How personal beliefs and biases can influence reader reactions to a text • Word and phrase meanings utilized in specific texts 	
Key Skills:	<ul style="list-style-type: none"> • Explain how individuals, ideas, or events develop over the course of a text • Select the most significant and relevant facts, definitions, details, quotations, or other information appropriate to audience • Analyze the impact of specific word choices on meaning and tone 	
Critical Language:	Bias, assumption, inference, tone, voice, diction, word choice, stereotype, imply, analysis, connotation, denotation	

Learning Experience # 3	
The teacher may use shorter historical, informational text(s) (e.g., Ben Franklin’s letter on German Immigration) that will foster discussion around bias so that students can identify and analyze bias within the text (e.g., word choice, phrases, images, figurative language). [<i>Understanding text, responding to text</i>]	
Generalization Connection(s):	Personal beliefs and biases influence reactions to the viewpoint and logic of others Quality reasoning requires humility and empathy Effective narrative uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters
Teacher Resources:	http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/they-are-not-like-us (Ben Franklin Letter on German Immigration with Lesson Plan) http://www.pennsbury.k12.pa.us/pennsbury/Staff%20Pages/Pennsbury%20High%20West/Swope,%20Megan/Courses/Modern%20United%20States%20History/Writing%20Skills%20and%20Aids/DBQ%3A%20ANALYZING%20BIAS%20%26%20POINT%20OF%20VIEW.pdf (Analyzing Bias Rubric) http://artsbeat.blogs.nytimes.com/2011/05/05/new-study-finds-gender-bias-in-childrens-books/?_php=true&_type=blogs&_r=0 (“New Study Finds Gender Bias in Children’s Books,” NY Times article) http://www.commentarymagazine.com/2012/04/04/statistics-prove-bias-against-women/ (“Statistics Prove the Bias against Women in Literature,” from Commentary magazine) https://cdr.lib.unc.edu/record/uuid:c0a9cfa3-7505-434d-ac22-98e94cfdc9e8 (“Gender Bias and Stereotypes in Young Adult Literature: A Content Analysis of Novels for Middle School Students”)

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	http://www.catholicleague.org/anti-catholic-bias-in-childrens-literature-2/ (Anti-Catholic Bias in Children’s Literature”) Anaya, Rudolfo. “Take the Tortillas Out of Your Poetry”	
Student Resources:	Benjamin Franklin, http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/they-are-not-like-us	
Assessment:	Students will write an exit ticket reflecting on their understanding of bias in various forms of historical texts. Students may use this rubric to analyze bias in text http://www.intime.uni.edu/multiculture/curriculum/children.htm (Rubric for evaluating bias – adapt as necessary) http://exitticket.org/ (Online exit ticket form). Students may use a double entry journal format to capture the evidence in one column and note the bias of the evidence in the other. http://www.adlit.org/strategies/22091/ (Double entry journal)	
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 lists of key vocabulary and concepts Teacher may provide leveled texts Teacher may provide additional research resources, such as bilingual dictionaries, thesauruses, word-for-word glossaries, etc Teacher may provide guided/structured notes for student completion Teacher may provide highlighted text Teacher may provide peer assistance (translation, etc.) Teacher may provide cooperative learning groups Teacher may provide teacher-led small groups	Students may complete the reflection in a variety of formats – written, oral, visual Students may have assignments modified for length and/or complexity (e.g. short constructed response)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide leveled texts Teacher may provide multiple texts (for comparison) Teacher may provide more subtle/complex examples of bias for student analysis	Students may complete the reflection in a variety of formats – written, oral, visual
Critical Content:	<ul style="list-style-type: none"> • How personal beliefs and biases can influence reader reactions to a text • Word and phrase meanings utilized in specific texts • How personal beliefs and biases can influence reader reactions to a text 	
Key Skills:	<ul style="list-style-type: none"> • Use text features and graphical representations to complement comprehension and critical analysis of a text • Select the most significant and relevant facts, definitions, details, quotations, or other information appropriate to audience • Analyze the impact of specific word choices on meaning and tone 	
Critical Language:	Word choice, bias, assumptions, inference, analysis, techniques, dialogue	

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Learning Experience # 4		
The teacher may use shorter literary text(s) that will foster discussion around bias so that students can identify and analyze bias within the text. [<i>Understanding text, responding to text, critiquing text</i>]		
Generalization Connection(s):	<p>Personal beliefs and biases influence reactions to the viewpoint and logic of others</p> <p>Quality reasoning requires humility and empathy</p> <p>Effective narrative uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters</p>	
Teacher Resources:	<p>Kate Chopin, “Desiree’s Baby”</p> <p>Sandra Cisneros, <i>House on Mango Street</i></p> <p>Nadine Gordimer “Once Upon Time”</p> <p>Ned Guymon, “Conversation Piece”</p> <p>http://artsbeat.blogs.nytimes.com/2011/05/05/new-study-finds-gender-bias-in-childrens-books/?_php=true&_type=blogs&r=0 (“New Study Finds Gender Bias in Children’s Books,” NY Times article)</p> <p>http://www.commentarymagazine.com/2012/04/04/statistics-prove-bias-against-women/ (“Statistics Prove the Bias against Women in Literature,” from Commentary magazine)</p> <p>https://cdr.lib.unc.edu/record/uuid:c0a9cfa3-7505-434d-ac22-98e94cfdc9e8 (“Gender Bias and Stereotypes in Young Adult Literature: A Content Analysis of Novels for Middle School Students”)</p> <p>http://www.catholicleague.org/anti-catholic-bias-in-childrens-literature-2/ (Anti-Catholic Bias in Children’s Literature”)</p> <p>Anaya, Rudolfo. “Take the Tortillas Out of Your Poetry”</p>	
Student Resources:	<p>Kate Chopin, “Desiree’s Baby”</p> <p>Sandra Cisneros, <i>House on Mango Street</i></p> <p>Nadine Gordimer “Once Upon Time”</p> <p>Ned Guymon, “Conversation Piece”</p>	
Assessment:	<p>Students will write a brief literary analysis of bias in the text examining word choice, imagery, etc. http://exitticket.org/ (Online exit ticket form). Students may use a double entry journal format to capture the evidence in one column and note the bias of the evidence in the other prior to writing their analysis. http://www.adlit.org/strategies/22091/ (Double entry journal)</p>	
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)
	<p>Teacher may provide lists of key vocabulary and definitions</p> <p>Teacher may provide peer assistance (translation, etc.)</p> <p>Teacher may provide cooperative learning groups</p>	<p>Students may complete the notes in a variety of formats – written, oral, visual – prior to writing</p> <p>Students may have assignments modified for length and/or complexity (e.g. short constructed response)</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	<p>Students may complete the reflection in a variety of formats – written, oral, visual</p>

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Critical Content:	<ul style="list-style-type: none"> • How personal beliefs and biases can influence reader reactions to a text • Word and phrase meanings utilized in specific texts • How personal beliefs and biases can influence reader reactions to a text
Key Skills:	<ul style="list-style-type: none"> • Select the most significant and relevant facts, definitions, details, quotations, or other information appropriate to audience • Analyze the impact of specific word choices on meaning and tone
Critical Language:	Bias, word choice, historical context, thesis, theme, evidence, literary analysis

Learning Experience # 5		
<p>The teacher may engage students in a Socratic seminar so that students can begin to critically analyze bias in the relationship between author and reader as developed through the texts studied in prior Learning Experiences. [<i>Understanding text, Responding to text, Critiquing text</i>]</p>		
Generalization Connection(s):	Personal beliefs and biases influence reactions to the viewpoint and logic of others Quality reasoning requires humility and empathy	
Teacher Resources:	Texts from prior Learning Experiences. http://www.engageny.org/sites/default/files/resource/attachments/socratic_seminar_protocol_el_012612.pdf (Sample Socratic Rubric and Protocol)	
Student Resources:	Students come prepared with self-generated discussion questions and/or talking points Students come prepared with notes from prior learning experiences and exit tickets	
Assessment:	Students will participate in Socratic seminar and be assessed on questions generated, their responses to questions posed, and active participation. http://www.engageny.org/sites/default/files/resource/attachments/socratic_seminar_protocol_el_012612.pdf (Socratic seminar protocols and rubric) http://ww2.chandler.k12.az.us/cms/lib6/AZ01001175/Centricity/Domain/1070/Socratic_Seminar_Observation_Form.pdf (Peer and self-evaluation templates for Socratic Seminar)	
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 prompts and/or models to support students in generating questions Teacher may provide guided/structured notes for student-generated questions Teacher may provide peer assistance (translation, etc.) Teacher may provide cooperative learning groups	Students may work with partners during seminar
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide opportunities to lead/facilitate discussions Teacher may provide opportunities to summarize findings of the group orally or in written form	N/A

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Critical Content:	<ul style="list-style-type: none"> • How personal beliefs and biases can influence reader reactions to a text • Word and phrase meanings utilized in specific texts • Themes that recur over multiple texts from the same time period and/or author
Key Skills:	<ul style="list-style-type: none"> • Explain how individuals, ideas, or events develop over the course of a text • Determine two or more themes or ideas of a text and analyze their development over the course of a text • Select the most significant and relevant facts, definitions, details, quotations, or other information appropriate to audience
Critical Language:	Bias, Socratic seminar, active participation, talking points, fishbowl, evidence

Learning Experience #6		
The teacher may facilitate activities so that students can begin to analyze and reflect on their own personal biases. [<i>Producing text</i>]		
Generalization Connection(s):	Personal beliefs and biases influence reactions to the viewpoint and logic of others Quality reasoning requires humility and empathy	
Teacher Resources:	http://www.montgomeryschoolsmd.org/departments/studentaffairs/pdf/sa/resources/communications/act.listening.pdf (Cash Register Story that examines bias with accompanying Lesson Plan) http://teachingasleadership.org/sites/default/files/Related-Readings/DCA_Ch5_2011.pdf (“Exposing Privilege”--List of Privileges to use for self or students)	
Student Resources:	https://implicit.harvard.edu/implicit/ (Harvard Implicit Bias Test) http://archive.peabody.yale.edu/education/evo/evotoolkit/Curriculum/Assumptions%20&%20Stereotypes%204%20Facilitators.pdf (Yale Assumptions Game) http://www.albany.edu/ssw/efc/pdf/Module%205_1_Privilege%20Walk%20Activity.pdf (Activity to Identify Privileges)	
Assessment:	Students will write a reflection on their awareness of personal biases. http://exitticket.org/ (Online exit ticket form)	
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 lists of key vocabulary and definitions Teacher may provide peer assistance (translation, etc.) Teacher may provide cooperative learning groups Teacher may provide written copy of activity statements prior to/during activity Teacher may provide alternate rubric prepared for oral and/or written response	Students may complete the reflection in a variety of formats – written, oral, visual Students may have assignments modified for length and/or complexity (e.g. short constructed response)

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide additional guiding questions	Students may complete the reflection in a variety of formats – written, oral, visual Students may include “community/social impact” as part of their reflection Students may reflect on a broader range of questions: e.g., How do your biases impact the choices that affect your future? How do societal biases impact the choices that affect your future? Do you think it is possible for people to change their biases? Why/Why not?
Critical Content:	<ul style="list-style-type: none"> How personal beliefs and biases can influence reader reactions to a text 	
Key Skills:	<ul style="list-style-type: none"> Explain how individuals, ideas, or events develop over the course of a text Select the most significant and relevant facts, definitions, details, quotations, or other information appropriate to audience 	
Critical Language:	Bias, assumption, privilege, empathy, metacognition, introspection, stereotype, imply	

Learning Experience # 7	
The teacher may model narrative writing (e.g., short memoir or excerpt) so that students can begin to use the autobiographical writing process to explore personal vulnerabilities. [<i>Producing text</i>]	
Generalization Connection(s):	Personal beliefs and biases influence reactions to the viewpoint and logic of others Narrative writing develops real or imagined experiences or events by using effective technique, well-chosen details, and well-structured sequences Effective narrative uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters
Teacher Resources:	Sample Narrative from students/authors http://web.gccaz.edu/~mdinchak/101online_new/assignment3writing.htm (Planning Narrative Writing) These narratives may take the form of memoir, journals, interview with self, letters, auto-ethnography
Student Resources:	Prewrite Notes Timeline of Major Life Experiences https://owl.english.purdue.edu/owl/resource/685/04/ (Defining the Narrative Essay)
Assessment:	Students will have evidence of student choice and initial planning of narrative/memoir focus

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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)
	Teacher may provide lists of key vocabulary and concepts Teacher may provide graphic organizers (evidence of planning) Teacher may provide individual conferences regarding next steps Teacher may provide leveled models/exemplars of final product	Student may use graphic organizers and/or alternate expressions of prewriting, notes and timeline Students may choose specific type of narrative text they want to produce
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide opportunities for differentiated expression	Student may use alternate expressions of prewriting, notes and timeline evidence
Critical Content:	<ul style="list-style-type: none"> • How personal beliefs and biases can influence reader reactions to a text • Narrative elements that develop character traits and character interactions • Narratives elements that develop experiences or events through effective technique, details, and structured sequences 	
Key Skills:	<ul style="list-style-type: none"> • Write narratives • Create a smooth progression of events or experiences • Use narrative techniques • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome 	
Critical Language:	Narrative, memoir, bias, autobiographical, genre, auto-ethnography	

Learning Experience # 8		
The teacher may review aspects of the narrative writing process so that students can explore specific writing techniques for developing effective/powerful memoirs. [<i>Producing text</i>]		
Generalization Connection(s):	Personal beliefs and biases influence reactions to the viewpoint and logic of others Narrative writing develops real or imagined experiences or events by using effective technique, well-chosen details, and well-structured sequences Effective narrative uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters	
Teacher Resources:	Sample Narrative from students/authors http://web.gccaz.edu/~mdinchak/101online_new/assignment3writing.htm (Planning Narrative Writing) These narrative forms might include memoir, journals, interview with self, letters, auto-ethnography https://owl.english.purdue.edu/owl/resource/561/05/ (Revising Overview)	
Student Resources:	https://owl.english.purdue.edu/owl/resource/685/04/ (Defining the Narrative Essay) https://owl.english.purdue.edu/owl/resource/561/05/ (Revising Overview)	

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Assessment:	Students will produce final draft of memoir evaluated by teacher rubric with peer edit form.	
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 models/exemplars of effective writing Teacher may provide one-on-one conferences Teacher may provide alternative rubric for oral and/or written expression	Students may use a variety of formats to complete the assignment, e.g. a written piece as well as an oral explanation Students may modified product for length and/or complexity
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide opportunities for extended expression, including – but not limited to – college-ready expectations (high-level academic language, MLA format, citations, etc.) Teacher may provide alternative rubric for advanced expectations	Student may use a variety of formats to complete the assignment
Critical Content:	<ul style="list-style-type: none"> • How personal beliefs and biases can influence reader reactions to a text • Narrative elements that develop character traits and character interactions • Narratives elements that develop experiences or events through effective technique, details, and structured sequences 	
Key Skills:	<ul style="list-style-type: none"> • Write narratives • Create a smooth progression of events or experiences • Use narrative techniques • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome • Provide a conclusion that follows from the course of the narrative • Analyze the impact of specific word choices on meaning and tone 	
Critical Language:	Bias, narrative, autobiographical, revise vs. edit	

Learning Experience # 9	
The teacher may model the close study of a focus author so students can analyze how bias surfaces in multiple works by one author. [<i>Understanding text, Responding to text, Critiquing text</i>]	
Generalization Connection(s):	Personal beliefs and biases influence reactions to the viewpoint and logic of others Quality reasoning requires humility and empathy Effective narrative uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters
Teacher Resources:	Excerpts and short works from the focus author

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Student Resources:	http://www.rcampus.com/rubricshowc.cfm?code=Y5BXA8&sp=yes& (Rubric for evaluating children’s literature that may be adapted for discussion purposes) http://www.intime.uni.edu/multiculture/curriculum/children.htm (Rubric for evaluating children’s literature that may be adapted for discussion purposes)	
Assessment:	Students will, using criteria from the rubrics in Student Resources, critique the selected works from the focus author for bias. http://exitticket.org/ (Online exit ticket form). Students may use a double entry journal format to capture the evidence in one column and note the bias of the evidence in the other prior to writing their analysis. http://www.adlit.org/strategies/22091/ (Double entry journal)	
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 classroom texts in a variety of formats (video, audio, graphic novels, abridged editions, leveled texts, etc.) Teacher may provide lists of key vocabulary and definitions Teacher may provide excerpts of classroom texts that convey essential ideas and/or themes of bias Teacher may provide guided/structured notes for student completion Teacher may provide peer assistance (translation, etc.) Teacher may provide cooperative learning groups	Students may complete the reflection in a variety of formats – written, oral, visual Students may have assignments modified for length and/or complexity (e.g. short constructed response)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may complete the reflection in a variety of formats – written, oral, visual
Critical Content:	<ul style="list-style-type: none"> • The ways in which authors develop and connect interrelated themes over the course of a text • Methods authors employ to develop complex ideas events over the course of a text • Themes that recur over multiple texts from the same time period and/or author • Word and phrase meanings utilized in specific texts 	
Key Skills:	<ul style="list-style-type: none"> • Determine two or more themes or ideas of a text and analyze their development over the course of a text • Select the most significant and relevant facts, definitions, details, quotations, or other information appropriate to audience • Analyze the impact of specific word choices on meaning and tone 	
Critical Language:	Bias, word choice, historical context, thesis, theme, evidence, literary analysis	

Learning Experience # 10	
The teacher may identify the criteria for author selection so that students can explore an author of their choice to deepen their understanding of recognizing author bias (word choice, phrases, images, figurative language, etc.).	
Generalization Connection(s):	Quality reasoning requires humility and empathy

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Teacher Resources:	N/A	
Student Resources:	Student choice of focus author and identified works	
Assessment:	Students will identify the author for their focus and identify works they will study.	
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"> • The ways in which authors develop and connect interrelated themes over the course of a text • Methods authors employ to develop complex ideas events over the course of a text • Themes that recur over multiple texts from the same time period and/or author • Word and phrase meanings utilized in specific texts 	
Key Skills:	<ul style="list-style-type: none"> • Use text features and graphical representations to complement comprehension and critical analysis of a text • Explain how individuals, ideas, or events develop over the course of a text • Determine two or more themes or ideas of a text and analyze their development over the course of a text • Select the most significant and relevant facts, definitions, details, quotations, or other information appropriate to audience 	
Critical Language:	Inference, analysis, bias, motivation, empathy, humility	

Learning Experience # 11	
The teacher may model ways to support literary analysis with relevant biographical/historical documentation so that students can begin to synthesize information with their analysis of textual evidence to understand author bias. [<i>Understanding text, responding to text, critiquing text</i>]	
Generalization Connection(s):	Historical texts from the same time period provide understanding of the prevalent themes and topics of that time Personal beliefs and biases influence reactions to the viewpoint and logic of others Quality reasoning requires humility and empathy
Teacher Resources:	https://owl.english.purdue.edu/owl/section/2/8/ (Purdue’s Research Overview) http://molib.org/conference/2013/presentations/Borgerding-ShowTell-craap-rubric.pdf (CRAAP Rubric for Evaluating Sources) Videos resources of historical context, author, author interviews
Student Resources:	https://owl.english.purdue.edu/owl/section/2/8/ (Purdue’s Research Overview) http://molib.org/conference/2013/presentations/Borgerding-ShowTell-craap-rubric.pdf (CRAAP Rubric for Evaluating Sources) Use encyclopedia entry or wikipedia as possible model for final product Product Rubric

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<p>Assessment:</p>	<p>Students will produce a brief author’s bio to include the following elements*:</p> <ol style="list-style-type: none"> 1. Historical Context of the time she/he wrote 2. Life Experiences that may have influenced her/his biases or writing 3. Student analysis/synthesis on how the author’s experiences or cultural/historical context created potential biases and how those biases are evident in the writing; Students may want to use the rubric for examining bias for this portion of the author’s bio: (http://www.intime.uni.edu/multiculture/curriculum/children.htm (Rubric for evaluating children’s literature but appropriate here or it may be adapted) <p>*Can be oral/written/visual presentation or in the form of encyclopedia entry</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <p>Teacher may provide guided/structured research notes for student completion Teacher may provide leveled texts Teacher may provide focused set of research resources Teacher may provide alternate rubric for oral and/or written expression Teacher may provide timeline for product elements 1 and 2</p>	<p>Expression (Products and/or Performance)</p> <p>Students may complete the author’s bio in a variety of formats – written, oral, visual Students may modify product for length and/or complexity</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>Teacher may provide opportunities for more complex research/analysis of resources Teacher may provide opportunities for high-level expectations for oral and/or written expressions, including high-level academic vocabulary, use of MLA format, citations, etc. Teacher may provide opportunities for alternate rubric for oral and/or written expression</p>	<p>Expression (Products and/or Performance)</p> <p>Students may complete the reflection in a variety of formats – written, oral, visual</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • The ways in which authors develop and connect interrelated themes over the course of a text • Methods authors employ to develop complex ideas events over the course of a text • Themes that recur over multiple texts from the same time period and/or author • Word and phrase meanings utilized in specific texts 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Select the most significant and relevant facts, definitions, details, quotations, or other information appropriate to audience • Create a smooth progression of events or experiences • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome 	
<p>Critical Language:</p>	<p>Historical context, author influence, credibility and reliability</p>	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 12		
The teacher may engage students in reviewing the author study so that students can consider how an author arouses/deadens empathy in the reader for the ideas, people, or themes in the text. [<i>Understanding text, Responding to text, Critiquing text</i>]		
Generalization Connection(s):	Historical texts from the same time period provide understanding of the prevalent themes and topics of that time Quality reasoning requires humility and empathy Personal beliefs and biases influence reactions to the viewpoint and logic of others	
Teacher Resources:	Assignment guidelines for research synthesis Students will be asked to argue where bias is evident in the text Assessment material	
Student Resources:	Exemplar Rubric Guiding Question	
Assessment:	Students will write a short reflection exploring questions such as: “Does author bias get in the way of the reader empathizing with his or her point?” or “In what ways does bias either distance the reader from the author’s theme or message or draw a reader in?”	
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 graphic organizers Teacher may provide leveled texts Teacher may provide guided/structured notes for applying research notes to short essay Teacher may provide models/exemplars of short essay format Teacher may provide individual conferences Teacher may provide focused resources/excerpts that have been used throughout the unit thus far	Students may complete the reflection in a variety of formats – written, oral, visual Students may modify product for length and/or complexity
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide opportunities for inclusion of additional pieces of evidence in final product Teacher may provide opportunities for use of MLA or other standardized style guide Teacher may provide opportunities for comparison/contrast of multiple works by the author	Students may complete the reflection in a variety of formats – written, oral, visual
Critical Content:	<ul style="list-style-type: none"> • The ways in which authors develop and connect interrelated themes over the course of a text • Methods authors employ to develop complex ideas events over the course of a text • Themes that recur over multiple texts from the same time period and/or author • Word and phrase meanings utilized in specific texts 	
Key Skills:	<ul style="list-style-type: none"> • Select the most significant and relevant facts, definitions, details, quotations, or other information appropriate to audience 	
Critical Language:	Synthesis, analyze, bias, evaluate, textual evidence	

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Learning Experience # 13		
The teacher may engage student reflection of the unit so that students can consider whether “unbiased text” is (or should be) even a possibility. [<i>Producing text</i>]		
Generalization Connection(s):	Personal beliefs and biases influence reactions to the viewpoint and logic of others Quality reasoning requires humility and empathy Narrative writing develops real or imagined experiences or events by using effective technique, well-chosen details, and well-structured sequences	
Teacher Resources:	N/A	
Student Resources:	All Previous Unit Material Rubric	
Assessment:	Students will write a brief reflection exploring questions such as “Can an author produce a text devoid of bias? Is that a good or bad thing?” or “If bias is unavoidable, are all texts political or social commentary?”	
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 models/exemplars of effective reflections Teacher may provide individual conferences Teacher may provide peer assistance (e.g. translation, etc.) Teacher may provide cooperative learning groups Teacher may provide guiding questions and/or sentence frames to help shape final reflection Teacher may provide alternate rubric for written and/or oral expression	Students may complete the reflection in a variety of formats – written, oral, visual Students may modify product for length and/or complexity
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide opportunities for additional research	Students may cite specific examples of developed empathy and/or actions taken as a result
Critical Content:	<ul style="list-style-type: none"> • The ways in which authors develop and connect interrelated themes over the course of a text • Methods authors employ to develop complex ideas events over the course of a text • Themes that recur over multiple texts from the same time period and/or author • Word and phrase meanings utilized in specific texts 	
Key Skills:	<ul style="list-style-type: none"> • Explain how individuals, ideas, or events develop over the course of a text • Determine two or more themes or ideas of a text and analyze their development over the course of a text • Provide a conclusion that follows from the course of the narrative 	
Critical Language:	Reflection, self-awareness, empathy, bias, metacognition	