

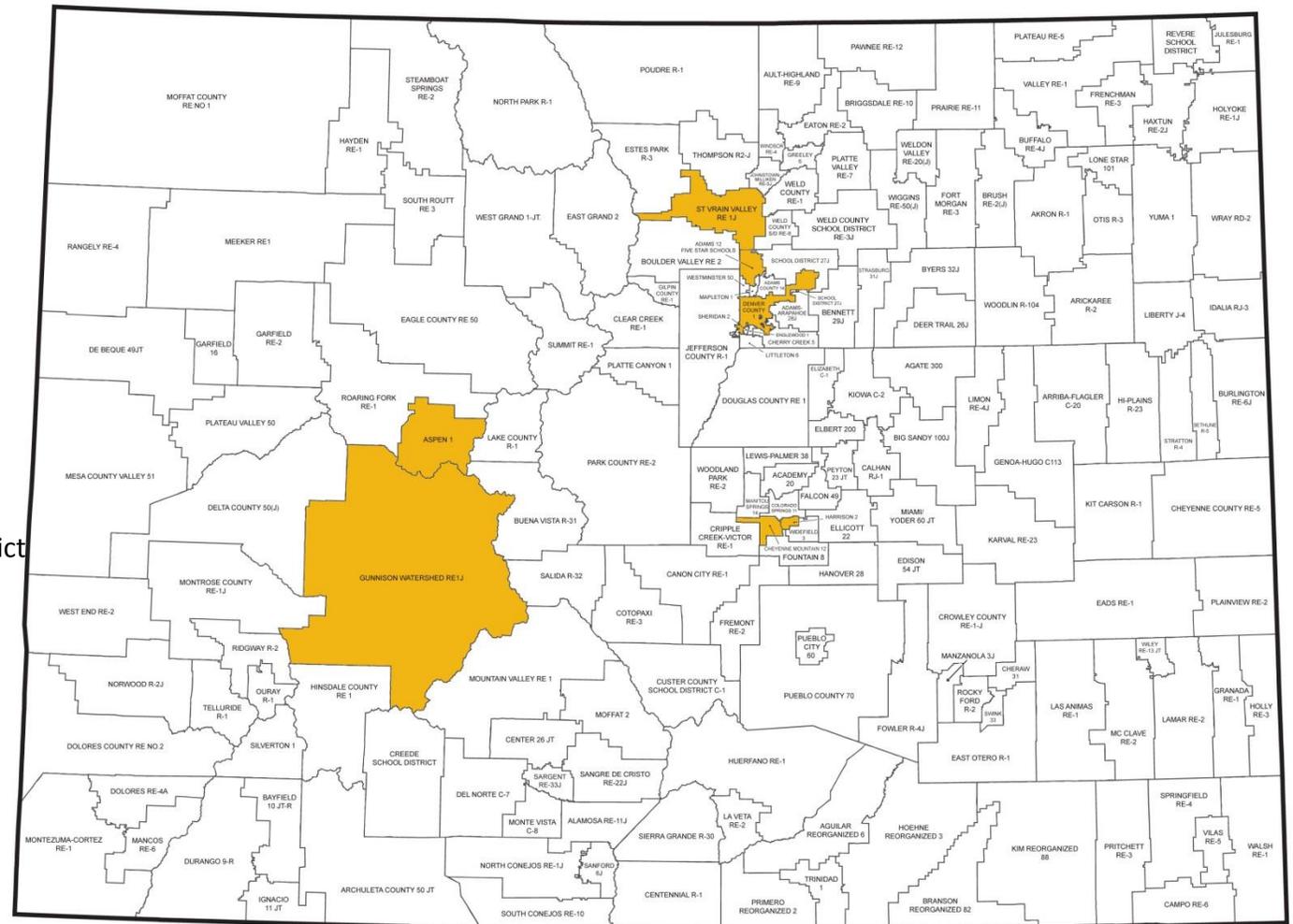
Unit Title: The Golden Rule

INSTRUCTIONAL UNIT AUTHORS

Adams 12 Five Star School District
Pam Gibble
Tracy Schreiber
Molly Huffman
Dave Derby
Berthalina Kinsel

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Adams 12 Five Star School District
Pam Gibble
Aspen 1 School District
Calan Gibney
Cheyenne Mountain 12 School District
Vanessa Gauthier
Susan Roberts
Denver School District
Shawn St. Sauveur
Gunnison Watershed RE 1J
Chelsey Miller
Harrison 2 School District
Kelli Sisson
St Vrain Valley RE 1J School District
Jean Gurule



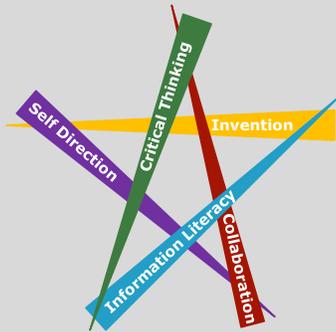
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their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

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comprehensive Health	Grade Level	High School
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet	CH09-GR.HS-S.2-GLE.1	
	2. Analyze how family, peers, media, culture, and technology influence healthy eating choices	CH09-GR.HS-S.2-GLE.2	
	3. Demonstrate ways to take responsibility for healthy eating	CH09-GR.HS-S.2-GLE.3	
	4. Use a decision-making process to make healthy decisions about relationships and sexual health	CH09-GR.HS-S.2-GLE.4	
	5. Support others in making positive and healthful choices about sexual activity	CH09-GR.HS-S.2-GLE.5	
	6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly	CH09-GR.HS-S.2-GLE.6	
3. Emotional and Social Wellness	1. Analyze the interrelationship of physical, mental, emotional, and social health	CH09-GR.HS-S.3-GLE.1	
	2. Set goals, and monitor progress on attaining goals for future success	CH09-GR.HS-S.3-GLE.2	
	3. Advocate to improve or maintain positive mental and emotional health for self and others	CH09-GR.HS-S.3-GLE.3	
4. Prevention and Risk Management	1. Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs	CH09-GR.HS-S.4-GLE.1	
	2. Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs	CH09-GR.HS-S.4-GLE.2	
	3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs	CH09-GR.HS-S.4-GLE.3	
	4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free	CH09-GR.HS-S.4-GLE.4	
	5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence	CH09-GR.HS-S.4-GLE.5	
	6. Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help	CH09-GR.HS-S.4-GLE.6	
	7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them	CH09-GR.HS-S.4-GLE.7	
	8. Access valid information and resources that provide information about sexual assault and violence	CH09-GR.HS-S.4-GLE.8	
	9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence	CH09-GR.HS-S.4-GLE.9	
	10. Advocate for changes in the home, school, or community that would increase safety	CH09-GR.HS-S.4-GLE.10	

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Colorado 21st Century Skills



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

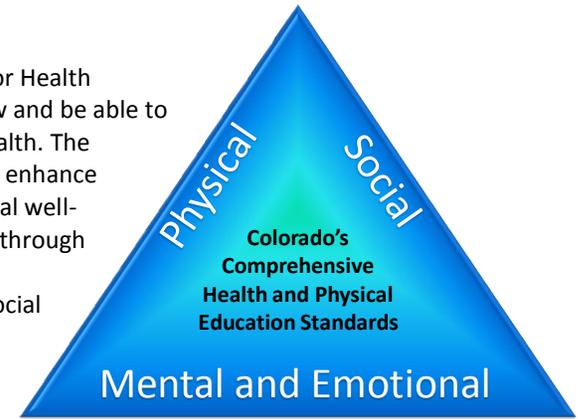
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
"The Golden Rule"	3 weeks	7

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Unit Title	"The Golden Rule"		Length of Unit	3 weeks
Focusing Lens(es)	Interactions	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.HS-S.4-GLE.5, CH09-GR.HS-S.4-GLE.7, CH09-GR.HS-S.4-GLE.8, CH09-GR.HS-S.4-GLE.9	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How are the friends and relationships you keep a reflection of yourself? (CH09-GR.HS-S.4-GLE.7-IQ.3) • Is emotional abuse as harmful as physical abuse? (CH09-GR.HS-S.4-GLE.7-IQ.1) • What are the connections between prejudice and violence? (CH09-GR.HS-S.4-GLE.5-EO.b) • Why do people have biases? (CH09-GR.HS-S.4-GLE.5-EO.b) 			
Unit Strands	Prevention and Risk Management in Health			
Concepts	Violence, Culture, Influence, Emotions, Media, Peer Pressure, Interpersonal Communication, Conflict, Resources, Decision-making, Laws/Rules, Norms, Tolerance, Consequences, Skills			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Peer pressure and interpersonal relationships can influence people's decisions in positive and negative ways. (CH09-GR.HS-S.4-GLE.7-EO.d,e)	What are the short term and long term effects of hazing? (CH09-GR. HS-S.4-GLE.7-EO.f;IQ.1)	How is violence perpetuated? (CH09-GR.HS-S.4-GLE.7) and (CH09-GR.HS-S.4-GLE.9) What situations qualify as hazing? (CH90-GR.HS.S.4-GLE.9-EO.e)
Positive communication skills that seek to build understanding of various perspectives can prevent acts of prejudice, discrimination, bias, and racism. (CH09-GR. HS-S.4-GLE.5-EO.a,b,c,d)	What are some examples of people showing prejudice or bias against others? (CH09-GR. HS-S.4-GLE.5-EO.a,b,c,d)	Why is respecting others important in reducing violence? (CH09-GR.HS-S.4-GLE.5-EO.c,d,e;IQ.4)
Effective community norms can create tolerance, deescalate conflict and reduce the risk of violence. (CH09-GR.HS-S.4-GLE.9-EO.a,b,c,d,e)	What are effective community norms and expectations? (CH09-GR.HS-S.4-GLE.9-EO.a,b,c,d,e)	Why does there appear to be an increase in violence in schools? (CH09-GR.HS-S.4-GLE.9-EO.b,e)
Professional, established and trusted community resources can help prevent acts of violence and aid in the recovery process following violent events/acts (CH09-GR. HS-S.4-GLE.8-EO.a,b)	What are resources available in our community? (CH09-GR.HS-S.4-GLE.8-EO.a) What makes a resource valid? (CH09-GR.HS-S.4-GLE.8-EO.b)	Why are some people more likely to reach out for help than others? (CH09-GR.HS-S.4-GLE.8-EO.a)
Identification and communication of personal boundaries can reduce the risk of conflict, violence and assault. (CH09-GR.HS-S.4-GLE.9-EO.b,c,d;RA.3;N.1)	What are some effective strategies a person can use to reduce conflict in a nonviolent way? (CH09-GR.HS-S.4-GLE.9-EO.d;RA.1)	When was a time you found it necessary to communicate your personal boundaries in order to avoid conflict or violence? (CH09-GR.HS-S.4-GLE.9-EO.b,c)

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The difference between tolerance and intolerance (CH09-GR.HS-S.4-GLE.5-EO.a) • The consequences of intolerance (CH09-GR.HS-S.4-GLE.5-EO.b) • Violent situations such as bullying, verbal abuse, hazing, physical assault, fighting, dating violence, acquaintance rape, sexual assault, and family violence (CH09-GR.HS-S.4-GLE.5-EO.c) • Perspectives of others in a conflict situation (CH09-GR.HS-S.4-GLE.5-EO.d) • The effects of emotional abuse (CH09-GR.HS-S.4-GLE.7-EO.d) • The possible influence of media on violence (CH09-GR.HS-S.4-GLE.7-EO.e) • The impact of negative peer relationships on substance use and violence behavior (CH09-GR.HS-S.4-GLE.7-EO.f) • Trusted family, community and school resources for violence and sexual assault prevention (CH09-GR.HS-S.4-GLE.8-EO.a,b) • Verbal and nonverbal communication skills (CH09-GR.HS-S.4-GLE.9-SO.a,b) • Non-violent strategies for conflict resolution (CH09-GR.HS-S.4-GLE.9-EO.c,d,e) 	<ul style="list-style-type: none"> • Demonstrate tolerance for individual differences (CH09-GR.HS-S.4-GLE.5-EO.a) • Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes (CH09-GR.HS-S.4-GLE.5-EO.b) • Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence (CH09-GR.HS-S.4-GLE.5-EO.c) • Demonstrate the ability to take the perspectives of others in a conflict situation (CH09-GR.HS-S.4-GLE.5-EO.d) • Analyze the effects of emotional abuse (CH09-GR.HS-S.4-GLE.7-EO.d) • Identify how media messages normalize violence (CH09-GR.HS-S.4-GLE.7-EO.e) • Demonstrate the ability to access resources such as rape crisis centers or mental health centers that provide accurate information about sexual assault and sexual violence (CH09-GR.HS-S.4-GLE.8-EO.a) • Demonstrate the ability to locate reliable family, school and community resources to assist with problems related to violence (CH09-GR.HS-S.4-GLE.8-EO.b) • Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence (CH09-GR.HS-S.4-GLE.9-EO.a) • Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence (CH09-GR.HS-S.4-GLE.9-EO.b) • Demonstrate strategies that could be used to prevent a conflict from starting or escalating (CH09-GR.HS-S.4-GLE.9-EO.c) • Exhibit effective strategies for resolving conflicts with another person in nonviolent ways (CH09-GR.HS-S.4-GLE.9-EO.d) • Identify verbal and nonverbal ways to stop or prevent hazing (CH09-GR.HS-S.4-GLE.9-EO.e)

<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>I will be able to analyze influences, communicate effectively, and access valid information to help safely resolve conflict and avoid violence.</i></p>
<p>Academic Vocabulary:</p>	<p>Choices, Media, Culture, Peer Pressure, Prejudice, Discrimination, Relationships, Interpersonal Communication skills, Information, Influences, Tolerance, Intolerance, Laws, Rules, Consequences, Skills, Norms, Boundaries, Violence, Statistics, Analyze</p>

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Technical Vocabulary:	Conflict Management Skills, Emotional-Physical-Sexual Abuse, Sexual Assault, Rape, Hazing, Bullying, Perspectives, Target, Victim, Bystander, Erroneous, Debunking, Tweets, Normalize, Desensitizing , Web organizer, De-escalate, Viable, Peer review
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Unit Description:	This unit allows students to develop an awareness of violence prevention and become advocates for themselves and others by using effective communication skills to build an understanding of various perspectives and reduce the risk of violence. During this 2-3 week unit, students will reflect on underlying causes of violence, develop skills and strategies to reduce the violence and access resources to aid in the recovery process. The unit culminates with students creating a media production demonstrating violence prevention and de-escalation strategies.
Considerations:	This unit should be presented later in the semester. By this time, students in the class should already have a working knowledge and experience in using communication techniques, decision making skills and accessing information. Thus, allowing students during this unit to focus on how their personal perspectives and experiences influence their attitudes towards violence and how that can help them to de-escalate a violent situation.
Unit Generalizations	
Key Generalization:	Positive communication skills that seek to build understanding of various perspectives can prevent acts of prejudice, discrimination, bias, and racism
Supporting Generalizations:	Peer pressure and interpersonal relationships can influence people’s decisions in positive and negative ways
	Effective community norms can create tolerance, de-escalate conflict and reduce the risk of violence
	Professional, established and trusted community resources can help prevent acts of violence and aid in the recovery process following violent events/acts

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Positive communication skills that seek to build understanding of various perspectives can prevent acts of prejudice, discrimination, bias, and racism.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a director of a media production company, you and your team will create a media presentation for your peers that illustrates the use of positive verbal and non-verbal communication skills and strategies. Your production company will choose a scenario that presents an act of prejudice, discrimination, bias and/or racism. Questions to be considered in your production: <ul style="list-style-type: none"> • How would you demonstrate ways to de-escalate the conflict? • Why do people have biases? • How is violence perpetuated? • Why is respecting others important in reducing violence? Additionally, some of the prejudice/biases to consider may include: Sexual orientation, race, gender, religious beliefs, age, financial status, disabilities, size (height, weight), clique group, clothing style choices.
Product/Evidence: (Expected product from students)	Students will work in peer groups to create a media presentation that illustrates the use of positive verbal and non-verbal communication skills and strategies. <ul style="list-style-type: none"> • Three to four questions must be addressed as a possible resolution to the scenario. • A storyboard must be submitted to the teacher prior to completion of the final product.

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	<ul style="list-style-type: none"> • The final product could be developed in the form of a skit, comic strip, avatar, talk show, or newscast. • The group’s final product will be presented to peers. • Media options for the final product may include a PPT, video, brochure, poster, scenario performance, etc.
Differentiation: (Multiple modes for student expression)	<p>Students may address one to two questions as a possible resolution to the scenario.</p> <p>Students may have a discussion with the teacher prior to developing the story board and/or final product.</p> <p>Final product may be developed in the form of a role play, Facebook status, puppet show, poster, etc.</p> <p>The group’s final product may be presented to a small group and/or one-on-one to the teacher.</p>

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

Informational/Non-Fiction	Fiction
<p><i>Girls Against Girls: Why We are Mean to Each Other and How We Can Change</i> by Bonnie Burton (1120 Lexile level)</p> <p><i>Teen Violence</i> by Carla Moody (1270 Lexile level)</p> <p><i>Gangs</i> by Lori Hile (1050 Lexile level)</p> <p><i>We Want You To Know</i> by Deborah Ellis (770 Lexile level)</p> <p><i>Bullied : What Every Parent, Teacher, and Kid Needs to Know about Ending the Cycle of Fear</i> by Carrie Goldman (1300 Lexile level)</p>	<p><i>Hate List</i> by Jennifer Brown (760 Lexile level)</p> <p><i>Poison Ivy</i> by Amy Goldman Koss (840 Lexile level)</p> <p><i>Some Girls Are</i> by Courtney Summers (600 Lexile level)</p> <p><i>Buddha Boy</i> by Kathy Koje (1090 Lexile level)</p> <p><i>Nineteen Minutes</i> by Jodi Picoult (890 Lexile level)</p> <p><i>Speak</i> by Laurie Halse Anderson (690 Lexile level)</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like a media director to examine perspectives	Teacher Resources:	http://www.stopbullying.gov/ (Information on Bullying) http://www.stopbullying.gov/at-risk/effects/ (Effects of Cyber bullying)
			Student Resources:	http://safe2tell.org/ (Safe place for students to get information and report bullying)
	Skills:	Demonstrate tolerance for individual differences Demonstrate the ability to take the perspectives of others in a conflict situation Identify how media messages normalize violence	Assessment:	Throughout the unit, students will complete a “status update” wall. Students will update their “status” periodically as they enter and/or exit the room. The “status” will be based on their perspective towards the discussion topic of the day.
2.	Description:	Think/work like media director to analyze conflict	Teacher Resources:	http://www.creducation.org/resources/CR_Guidelines_and_10_CR_lessons_FCPS.pdf (Scenarios and ways to analyze as well as handle conflict)
			Student Resources:	http://schools.alcidsb.on.ca/hcss/teacherpages/clark/PPL1M/Lists/Homework%20Attachments/18/Roles%20People%20Can%20Play%20in%20Potentially%20Violent%20Situations.pdf (Roles people play in violent situation)

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	Skills:	Demonstrate the ability to take the perspectives of others in a conflict situation Identify how media messages normalize violence Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence	Assessment:	Students will complete a reflection journal to use as a base for creating their scenario for the final project.
3.	Description:	Think/work like a media director to develop communication skills	Teacher Resources:	http://www.crededucation.org/resources/CR_Guidelines_and_10_CR_lessons_FCPS.pdf (Scenarios and ways to analyze as well as handle conflict)
			Student Resources:	http://www.ohsu.edu/xd/education/schools/school-of-medicine/faculty/mentoring/mentoring-best-practices/challenges/resolving-conflict.cfm (Tools to handle conflict resolution)
	Skills:	Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence Identify verbal and nonverbal ways to stop or prevent hazing	Assessment:	Students will discuss in a small group or with a partner their perspective of the topic of the day.

Prior Knowledge and Experiences

High school students should have a working knowledge and experience in using communication techniques, decision making skills and accessing information. This unit will scaffold from these concepts allowing students to further develop resolution skills as well as examine personal perspectives to aid in preventing violence in the areas of bullying, hazing, verbal abuse, assault, dating violence, rape, cyber bullying and hate crimes.

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Learning Experience # 1		
The teacher may present statistics connecting teens to violence so students may reflect on their role in preventing violent acts.		
Generalization Connection(s):	Peer pressure and interpersonal relationships can influence people’s decisions in positive and negative ways Effective community norms can create tolerance, de-escalate conflict and reduce the risk of violence	
Teacher Resources:	http://en.wikipedia.org/wiki/Golden_Rule (Defines the “Golden Rule”) http://www.denvergov.org/Portals/720/documents/statistics/2014/UCR_Citywide_Reported%20Offenses_2014.pdf (City of Denver statistics)	
Student Resources:	http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/data_stats.html (Violence prevention data)	
Assessment:	Students will complete a personal reflection defining “The Golden Rule” (e.g. Do unto others as you would have them do unto you) and analyzing how it applies to violence and the role of it in their life. (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)
	The teacher may provide the definition of “The Golden Rule” The teacher may explain “The Golden Rule” in simplified terms and use examples The teacher may provide sentence starters (e.g. One example of the Golden Rule is...., One way that the Golden Rule applies to violence is.... The role the Golden rule has in my life is by....)	Students may create a list rather than complete sentences Students may present verbally one-on-one to teacher Students may think-pair-share in their native language
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may research current statistics to use for their reflection
Critical Content:	<ul style="list-style-type: none"> Violent situations such as bullying, verbal abuse, hazing, physical assault, fighting, dating violence, acquaintance rape, sexual assault, and family violence The impact of negative peer relationships on substance use and violence behavior 	
Key Skills:	<ul style="list-style-type: none"> Demonstrate tolerance for individual differences 	
Critical Language:	Violence, Hazing, Bullying, Sexual Assault, Harassment, Statistics, Perspectives	

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Learning Experience # 2		
The teacher may provide various examples of bullying (e.g. cyber, verbal, physical, covert) so students can begin to make connections to bullying they have experienced/witnessed.		
Generalization Connection(s):	Effective community norms can create tolerance, de-escalate conflict and reduce the risk of violence	
Teacher Resources:	http://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html (Frayer Model Worksheets) http://www.stopbullying.gov/ (Information on Bullying)	
Student Resources:	http://safe2tell.org/ (Safe place for students to get information and report bullying)	
Assessment:	Students will use a graphic organizer to describe the characteristics of various types of bullying. (e.g. Frayer Model)	
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)
	The teacher may explain the definitions of the types of bullying (e.g. cyber, verbal, physical, covert) The teacher may go over how to fill out a graphic organizer The teacher may provide short and simple scenarios/examples of bullying	Students may use a list of examples of bullying and identify which type of bullying it is (e.g. cyber, verbal, physical, covert)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide examples of the frayer model and other graphic organizers that students may use to create their own organizer, e.g. http://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html (Frayer model) or https://www.teachervision.com/graphic-organizers/printable/6293.html (Graphic organizers)	Students may create their own graphic organizer Students may create a presentation to demonstrate their knowledge on the types of bullying (e.g. PowerPoint, Prezi, Powtoon)
Critical Content:	<ul style="list-style-type: none"> Violent situations such as bullying, verbal abuse, hazing, physical assault, fighting, dating violence, acquaintance rape, sexual assault, and family violence The effects of emotional abuse 	
Key Skills:	<ul style="list-style-type: none"> Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence Analyze the effects of emotional abuse 	
Critical Language:	Bully, Target, Victim, Bystander, Analyze, Violence, Norms	

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Learning Experience # 3		
The teacher may provide erroneous beliefs (e.g. “only boys bully”) about bullying so students can reflect upon their personal perspectives.		
Generalization Connection(s):	Peer pressure and interpersonal relationships can influence people’s decisions in positive and negative ways Effective community norms can create tolerance, de-escalate conflict and reduce the risk of violence	
Teacher Resources:	http://drkennethshore.nprinc.com/bullying/bullying-myths/ (Myths and facts on bullying) http://adulted.about.com/od/icebreakers/qt/snowballfight.htm (How to do the snowball fight icebreaker)	
Student Resources:	http://drkennethshore.nprinc.com/bullying/bullying-myths/ (Myths and facts on bullying) http://adulted.about.com/od/icebreakers/qt/snowballfight.htm (How to do the snowball fight icebreaker)	
Assessment:	Students will participate in a “snowball activity” that will lead into a class discussion debunking the erroneous beliefs around bullying experiences.	
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)
	The teacher may explain the definition for “erroneous beliefs”. The teacher may allow students to have the discussions in small group rather than a whole class discussion.	Students may write down their comments and turn them in to the teacher instead of participating in the class discussion. Students may write their thoughts in their own language and then verbally explain it to the teacher one-on-one.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may set up the class to hold a Socratic seminar e.g. https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/socratic-seminar (Setting up and running a Socratic seminar) or http://www.authenticeducation.org/documents/WhatSeminar04.pdf (Socratic seminar)	Students may prepare for a Socratic seminar to express their beliefs in an extended format
Critical Content:	<ul style="list-style-type: none"> Perspectives of others in a conflict situation 	
Key Skills:	<ul style="list-style-type: none"> Demonstrate the ability to take the perspectives of others in a conflict Exhibit effective strategies for resolving conflicts with another person in nonviolent ways 	
Critical Language:	Belief, Opinion, Perspective, Conflict, Erroneous, Debunking	

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Learning Experience # 4	
The teacher may show a video (e.g. https://www.youtube.com/watch?v=Zk6xrEPY_fc) or give a real life scenario demonstrating the impact of bullying so students can evaluate the possible effects (e.g. short and long term) of bullying.	
Generalization Connection(s):	Effective community norms can create tolerance, de-escalate conflict and reduce the risk of violence
Teacher Resources:	https://www.youtube.com/watch?v=l91cgdFCkJO (Love Without Limits-Bully Talk- Nick Vujicic)
Student Resources:	Suicide High School - Possible sources and 6th grade unit (Positive Communication in Times of Conflict ongoing learning experiences resources)
Assessment:	Students will pair/share with a peer their reaction to the effects of bullying in the video or scenario. Then students will research an article/ story about a real-life bullying incident and write a reflection on the impact the bullying incident had on the person in the article.

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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)
	The teacher may pair up students and have them scribe for each other a list of the possible effects of bullying The teacher may allow student to watch a video in the students' native language. https://youtu.be/Mp-8gRAWWqI , https://youtu.be/-9oPnCXtScM , http://www.guiainfantil.com/articulos/educacion/bullying/acoso-escolar-o-bullying-videos-educativos-y-consejos/ Videos in Spanish about bullying)	Students may write a paragraph instead of a one-page paper Students may make a bulleted list to name some of the possible effects of bullying Students may write their reflection in their native language and verbally translate and share it with a partner or with teacher one-on-one
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide more examples of scenarios for the students and examples of reaction papers e.g. http://www.studymode.com/subjects/reaction-paper-for-bullying-page1.html (examples of reaction papers)	The students may research their own scenarios and write a reaction paper to the video/scenario.
Critical Content:	<ul style="list-style-type: none"> The consequences of intolerance 	
Key Skills:	<ul style="list-style-type: none"> Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence 	
Critical Language:	Intolerance, Impact, Reflection, Consequences, Analysis, Effect, Influences, Tolerance	

Learning Experience # 5		
The teacher may provide social media examples of cyber bullying so students can analyze the role media plays in desensitizing our society's view of bullying.		
Generalization Connection(s):	Peer pressure and interpersonal relationships can influence people's decisions in positive and negative ways Effective community norms can create tolerance, de-escalate conflict and reduce the risk of violence	
Teacher Resources:	https://www.youtube.com/watch?v=RDocnbkHjhl (Jimmy Kimmel's Mean Tweets-President Obama Edition) http://time.com/3745873/kids-read-mean-tweets-cyberbullying/ (Students read mean tweets)	
Student Resources:	http://time.com/3745873/kids-read-mean-tweets-cyberbullying/ (Students read mean tweets)	
Assessment:	Students will discuss in a pair-share format, their answer to the question "Why does there appear to be an increase in cyber bullying in today's society?"	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may simplify the question (e.g. “Do you believe there is more cyber bullying now than before? Explain why you believe this.”) The teacher may provide sentence starters (e.g. In my opinion, there is more cyber bullying today because...)	Students may answer question in a journal Students may listen to their peers’ discussion and write some notes on/summarize the most important points
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may research facts and statistics pertaining to cyber bullying and present to peers
Critical Content:	<ul style="list-style-type: none"> Violent situations such as bullying, verbal abuse, hazing, physical assault, fighting, dating violence, acquaintance rape, sexual assault, and family violence The possible influence of media on violence 	
Key Skills:	<ul style="list-style-type: none"> Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence Analyze the effects of emotional abuse Identify how media messages normalize violence 	
Critical Language:	Media, Tweets, Reaction, Cyber Bullying, Normalize, Norms, Desensitizing	

Learning Experience # 6		
The teacher may provide an expert presentation (e.g. police officer, principal, and video) on cyber bullying so students can connect social, emotional, physical and legal consequences of bullying.		
Generalization Connection(s):	Professional, established and trusted community resources can help prevent acts of violence and aid in the recovery process following violent events/acts	
Teacher Resources:	http://www.imdb.com/title/tt1930315/ (Cyber bully Movie) http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf (Sample web organizer) http://www.stopbullying.gov/at-risk/effects/ (Effects of Cyber bullying)	
Student Resources:	http://www.imdb.com/title/tt1930315/ (Cyber bully Movie) http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf (Sample web organizer) http://www.stopbullying.gov/at-risk/effects/ (Effects of Cyber bullying)	
Assessment:	Students will create a web organizer (e.g. http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf) to show the mental/physical/emotional and legal effects of bullying.	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may provide a definition and/or examples for the words mental, physical, emotional and legal. The teacher may provide the web with a couple of examples listed under each category for students to add more. The teacher may provide a list of effects of bullying, remove key words and have students complete it as fill in the blank.	Students may pick mental, physical, emotional or legal effects to list Students may discuss with a peer the effects of bullying and together decide which category each effect would fit under
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide presentation tools for the students to access e.g. http://prezi.com/ (Prezi link) or http://www.powtoon.com/ (Powtoon)	Students may create a presentation to demonstrate their knowledge on the impacts of bullying (e.g. Powerpoint, Prezi, Powtoon)
Critical Content:	<ul style="list-style-type: none"> • The consequences of intolerance • The effects of emotional abuse 	
Key Skills:	<ul style="list-style-type: none"> • Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence • Analyze the effects of emotional abuse 	
Critical Language:	Web organizer, Mental Effects, Social Effects, Physical Effects, Laws, Rape, Consequences	

Learning Experience # 7	
The teacher may present a scenario (e.g. two rival schools in conflict at a sporting event) involving teen violence so students can analyze the roles that people play in a violent conflict.	
Generalization Connection(s):	Effective community norms can create tolerance, de-escalate conflict and reduce the risk of violence Positive communication skills that seek to build understanding of various perspectives can prevent acts of prejudice, discrimination, bias, and racism
Teacher Resources:	http://schools.alcdsb.on.ca/hcss/teacherpages/clarket/PPL1M/Lists/Homework%202/Attachments/18/Roles%20People%20Can%20Play%20in%20Potentially%20Violent%20Situations.pdf (roles people play in violent situation) http://www.creducation.org/resources/CR_Guidelines_and_10_CR_lessons_FCPS.pdf (Scenarios and ways to analyze as well as handle conflict)
Student Resources:	http://schools.alcdsb.on.ca/hcss/teacherpages/clarket/PPL1M/Lists/Homework%202/Attachments/18/Roles%20People%20Can%20Play%20in%20Potentially%20Violent%20Situations.pdf (Roles people play in violent situations)
Assessment:	Students will work with a small group to create a scenario of an experience to include the role of a bully, the bystander, and/or the target of the bullying. Peer groups will perform the scenarios for the class and provide viable solutions to each situation.

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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)
	The teacher may provide definitions and examples of what a bystander and a victim/target of bullying is The teacher may present a scenario that involves a bully, bystanders and a victim for the students to analyze The teacher may provide a list of viable solutions to a conflict for students to choose from The teacher may allow students to reflect on their peers' experience rather than their own	Students may fill out a T-chart to list examples of how the people involved in the conflict (bully, bystander and target) encouraged and/or prevented the situation Students may discuss their solutions with a peer while the peer writes down the solutions, then the students switch roles Students may reflect on a journal rather than discussing with a peer
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"> • Perspectives of others in a conflict situation. • Verbal and non-verbal communication skills. • Non-violent strategies for conflict resolution. 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate tolerance for individual differences • Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence • Demonstrate strategies that could be used to prevent a conflict from starting or escalating • Exhibit effective strategies for resolving conflicts with another person in nonviolent ways 	
Critical Language:	De-escalate, violent, conflict, Peer Pressure, Influence, Strategy, Bystander, Prevent, Scenario, Viable	

Learning Experience # 8		
The teacher may review effective communication strategies so students can examine techniques to prevent or de-escalate a violent situation.		
Generalization Connection(s):	Positive communication skills that seek to build understanding of various perspectives can prevent acts of prejudice, discrimination, bias, and racism	
Teacher Resources:	http://w.rubrics4teachers.com/roleplay.php (Rubric examples) http://www.healthandlearning.org/harassment/fd-scenarioshs.pdf (Bullying scenarios)	
Student Resources:	http://w.rubrics4teachers.com/roleplay.php (rubric examples) http://www.healthandlearning.org/harassment/fd-scenarioshs.pdf (Bullying scenarios)	
Assessment:	Students will create and perform a role play as well as critique their peers' role play for effective communication strategies http://www.rubrics4teachers.com/roleplay.php (Example rubrics)	

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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)
	N/A	Students may play a non-verbal role in the role play scenario
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"> • Verbal and nonverbal communication skills • Non-violent strategies for conflict resolution 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence • Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence • Demonstrate strategies that could be used to prevent a conflict from starting or escalating • Exhibit effective strategies for resolving conflicts with another person in nonviolent ways 	
Critical Language:	Communication Techniques, Conflict Management, Peer Review	

Learning Experience # 9		
The teacher may provide examples of hate terms (e.g. racism, intolerance, hazing) so students can analyze how these terms may impact individuals.		
Generalization Connection(s):	Effective community norms can create tolerance, de-escalate conflict and reduce the risk of violence	
Teacher Resources:	http://www.museumoftolerance.com/site/c.tmL6KfNVLtH/b.5063305/ (Hate term definitions)	
Student Resources:	http://www.museumoftolerance.com/site/c.tmL6KfNVLtH/b.5063305/ (Hate term definitions)	
Assessment:	Students will post various “hate terms” on the classroom bulletin board/Facebook wall. Students will then have a class discussion on how to create a more positive school environment to minimize the use of “hate terms” and/or situations.	
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)
	The teacher may provide sentence strips (e.g. one strip with a hate term, one strip with its definition) The teacher may provide the definitions and a Word Bank for students to match the term to the definition	Students may match up the hate term with the correct definition using the sentence strips Students may write down the definition of the hate term in their own language Students may select the definition written by their peers that makes the most sense to them to best fit each hate term

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide resources for the students e.g. https://quizlet.com/ (Quizlet link) or http://crowdgame.com/custom-trivia-pack/ (Online game maker)	Students may create a game (e.g. concentration, matching, Trivia Crack) to use for comprehension of the hate terms
Critical Content:	<ul style="list-style-type: none"> • The difference between tolerance and intolerance • Violent situations such as bullying, verbal abuse, hazing, physical assault, fighting, dating violence, acquaintance rape, sexual assault, and family violence 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate tolerance for individual differences • Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes 	
Critical Language:	Tolerance, Intolerance, Prejudice, Discrimination, Racism, Sexism, Bias, Hazing, Assault, Rape, Hate Crimes, Hate Incidence	

Learning Experience # 10		
The teacher may provide examples of various violence related scenarios (e.g. written examples or current event articles) so students can formulate violence prevention strategies.		
Generalization Connection(s):	Positive communication skills that seek to build understanding of various perspectives can prevent acts of prejudice, discrimination, bias, and racism	
Teacher Resources:	http://articles.latimes.com/keyword/hate-crimes (Various articles on hate crimes) http://www.adc.org/fileadmin/ADC/Educational_Resources/Lesson_Plan_-_Anti-Arab_Stereotypes_Discrimination_and_Hate_Crimes.pdf (Sample of a hate crime scenario in a lesson plan)	
Student Resources:	http://www.ncpc.org/topics/hate-crime (Strategies and information for teens to prevent hate crimes) http://www.cdc.gov/violenceprevention/youthviolence/prevention.html (Violence prevention strategies)	
Assessment:	Students will use a voting system (e.g. clickers, cell phone app, score cards) to categorize the underlying causes (e.g. sexism, bias, intolerance) of a variety of violent events and then suggest prevention strategies to help de-escalate the event.	
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)
	The teacher may provide a written copy with a description of the violent event so student can read it at his/her own pace The teacher may provide a graphic organizer (e.g. T-chart) for students to fill out Prevention and De-escalating strategies	Students may work with a partner to determine the underlying cause for each violent event Students may respond by writing in First Person as they put themselves in the situation to explain what they would do differently to help prevent or de-escalate the conflict

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide more articles for student to analyze e.g. http://articles.latimes.com/keyword/hate-crimes (Various articles on hate crimes)	Students may create their own scenarios that demonstrate the violent event and the strategies needed to de-escalate the situation Students may discuss with a peer the pros and cons of the prevention strategies for the given situations
Critical Content:	<ul style="list-style-type: none"> • The difference between tolerance and intolerance • Non-violent strategies for conflict resolution 	
Key Skills:	<ul style="list-style-type: none"> • Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence • Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence • Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence • Demonstrate strategies that could be used to prevent a conflict from starting or escalating • Exhibit effective strategies for resolving conflicts with another person in nonviolent ways 	
Critical Language:	Characteristics, Strategies, Prevention, De-escalate, Categorize, Underlying Causes	

Learning Experience # 11	
The teacher may provide examples of resources for sexual harassment, hazing, bullying, hate crimes so students can research and select valid and reliable violence prevention resources.	
Generalization Connection(s):	Professional, established and trusted community resources can help prevent acts of violence and aid in the recovery process following violent events/acts
Teacher Resources:	http://www.violencepreventionworks.org/public/bullying.page (Violence prevention) http://www.cdc.gov/violenceprevention/ (Violence prevention) http://www.stopbullying.gov/ (Anti-bullying) http://safe2tell.org/ (Anti-bullying) https://sites.google.com/a/adams12.org/t_larue/craap-test (Sample evaluation criteria for resources)
Student Resources:	http://www.violencepreventionworks.org/public/bullying.page (Violence prevention) http://www.cdc.gov/violenceprevention/ (Violence prevention) http://www.stopbullying.gov/ (Anti-bullying) http://safe2tell.org/ (Anti-bullying) https://sites.google.com/a/adams12.org/t_larue/craap-test (Sample evaluation criteria for resources)
Assessment:	Students will create a violence prevention class resource wall. Each student will provide a resource which includes the topic, name of the resource, contact information and type of help or information the resource may provide.

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<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>The teacher may provide the name of a specific resource for the students to acquire information from (e.g. counseling office, safe2tell.org)</p> <p>The teacher may provide a graphic organizer to aid students in collecting the right information (e.g. Topic, Name of Resource, Website, Contact Information, Support it provides)</p>	<p>Expression (Products and/or Performance)</p> <p>Students may find viable resources that provide support in their native language</p> <p>Students may work with a partner to find the resources</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>The teacher may provide resources for creating a website e.g. https://support.google.com/sites/answer/153197?hl=en (Google websites) or http://www.weebly.com/free-trial/?c=mkt_w_nwk:Affiliate_cat:Naturalnt_type:top10_c_amp:NI-US_ag:2-3_subid:V20-0000JQOEqd (Weebly website)</p>	<p>Expression (Products and/or Performance)</p> <p>Students may create a website designated for resources on their specific topic</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> Trusted family, community and school resources for violence and sexual assault prevention 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> Demonstrate the ability to access resources such as rape crisis centers or mental health centers that provide accurate information about sexual assault and sexual violence Demonstrate the ability to locate reliable family, school and community resources to assist with problems related to violence 	
<p>Critical Language:</p>	<p>Valid, Resources, Access, Professional, Recovery, Research</p>	