This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.

Colorado Teacher-Author ed Instructional Unit Sample Storyboard Date Posted: March 31, 2014

**Instructional Unit Title: Uncovering Context**

**Context:**
A community member, you have been asked to participate in a project asking teenagers to present their views and perspectives on an issue of inequity that they feel is important to address. The project is to raise awareness of others within the community. Your task is to create a multi-genre text in which you include a combination of writing that may include personal experience (memoir, observation, reportage, poetry), textual analysis, argument, infographic, and perhaps a visual representation. As Tom Romano describes it: “A multigenre paper arises from research, experience, and imagination. It is not an uninterrupted, expository monologue nor a seamless narrative nor a collection of poems. A multigenre paper is composed of many genres and subgenres, each piece self-contained, making a point of its own, yet connected by theme or topic and sometimes by language, images and content. In addition to many genres, a multigenre paper may also contain many voices, not just the author’s.”

**Performance Assessment:**

As a community member, you have been asked to participate in a project asking teenagers to present their views and perspectives on an issue of inequity that they feel is important to address. The project is to raise awareness of others within the community. Your task is to create a multi-genre text in which you include a combination of writing that may include personal experience (memoir, observation, reportage, poetry), textual analysis, argument, infographic, and perhaps a visual representation. As Tom Romano describes it: “A multigenre paper arises from research, experience, and imagination. It is not an uninterrupted, expository monologue nor a seamless narrative nor a collection of poems. A multigenre paper is composed of many genres and subgenres, each piece self-contained, making a point of its own, yet connected by theme or topic and sometimes by language, images and content. In addition to many genres, a multigenre paper may also contain many voices, not just the author’s.”

**Colorado’s District Sample Curriculum Project**

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**9th Grade**

**Reading, Writing, and Communicating**

The teacher may bring in videos, news reports/articles, political cartoons, etc. representing competing/conflicting perspectives on a current topic so that students can discuss issues of inequity raised in today’s cultural/social climate. [Understanding text, Responding to text]

The teacher may use videos, news reports/articles, political cartoons, etc. on a current economic issue so that students can begin to consider their personal perspectives and examine authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may use a variety of media resources (You Tube videos, infographics, etc.) on a current economic issue so that students can begin to consider their personal perspectives and examine authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may bring in literary resources (poems, short stories, etc.) on a current topic to more deeply explore the issues raised by journalists and to begin analyzing authors’ use of rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may bring in literary resources (poems, short stories, etc.) centered around current economic themes so that students can examine their personal perspectives and analyze authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may use a variety of media resources (You Tube videos, infographics, etc.) on a current economic issue so that students can begin to consider their personal perspectives and examine authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may use visual representations (murals, etc.) centered around racial themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may examine current and historical song lyrics on racial themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may bring in literary resources (poems, short stories, etc.) on current economic issues so that students can examine their personal perspectives and analyze authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may examine current and historical song lyrics on racial themes so that students can examine their personal perspectives and analyze authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may bring in literary resources (poems, short stories, etc.) on age and gender themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may bring in literary resources (poems, short stories, etc.) on age themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may utilize small group discussion formats (e.g., literature circles) so that students can connect with their personal perspectives and analyze authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may use pre-reading activities around an anchor text (e.g., To Kill a Mockingbird) so that students can begin considering the themes that will be the focus of the unit. [Understanding text, Responding to text, Critiquing text]

The teacher may bring in literary resources (poems, short stories, etc.) on sexual orientation themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may bring in literary resources (poems, short stories, etc.) on gender themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may use a variety of media resources centered around gender themes so that students can examine their personal perspectives and analyze authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]

The teacher may utilize small group discussion formats (e.g., literature circles) so that students can explore collaboratively the racial themes raised/ implied in an anchor text (e.g., To Kill a Mockingbird) and connect those themes with discussions of current issues. [Understanding text, Responding to text, Critiquing text]

The teacher may bring in literary resources (poems, short stories, etc.) on racial themes so that students can connect themes with their personal perspectives and analyze authors’ rhetorical appeals. [Understanding text, Responding to text, Critiquing text]