

Unit Title: Building Diverse Relationships

INSTRUCTIONAL UNIT AUTHORS

Center Consolidated School
District 26JT

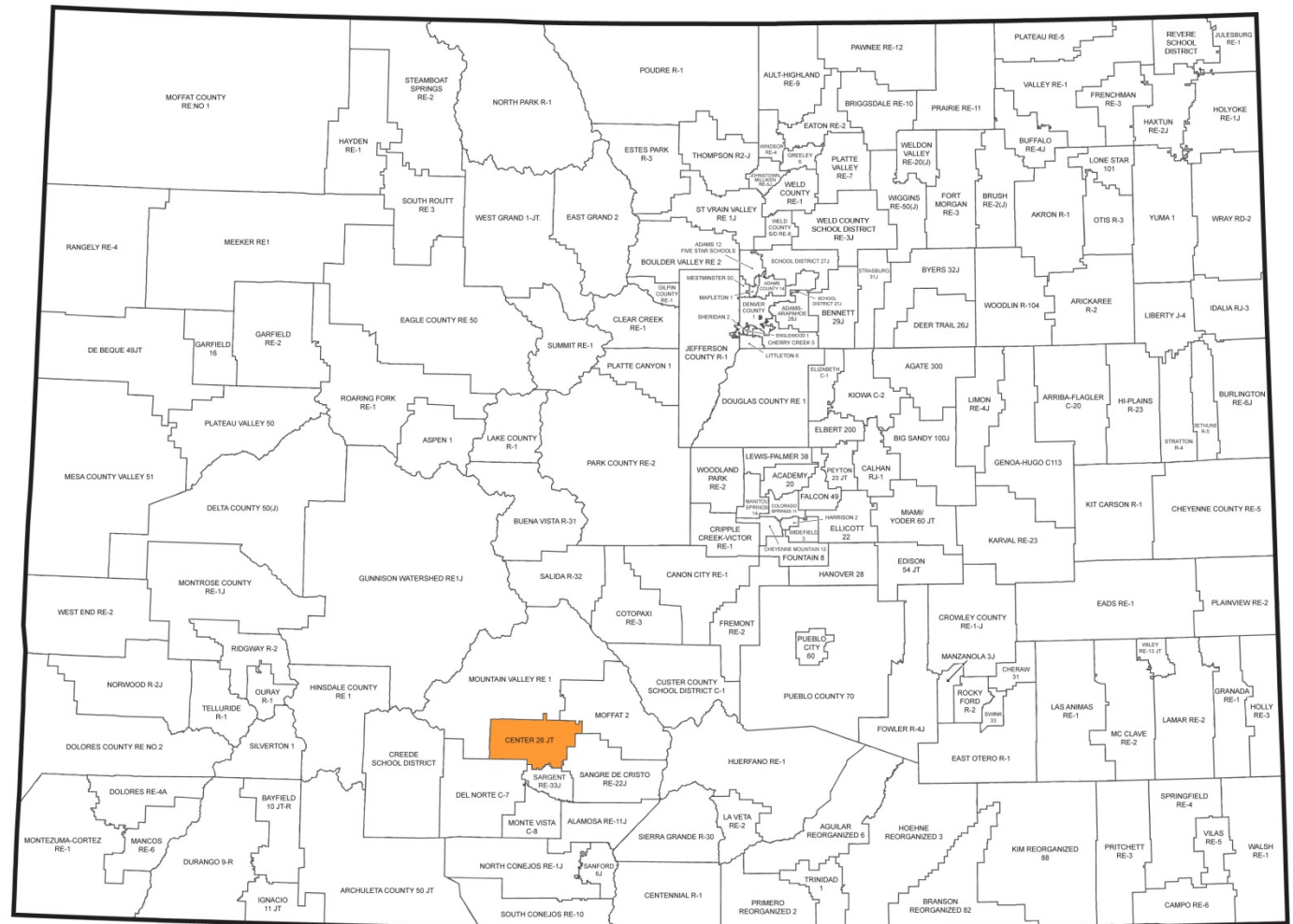
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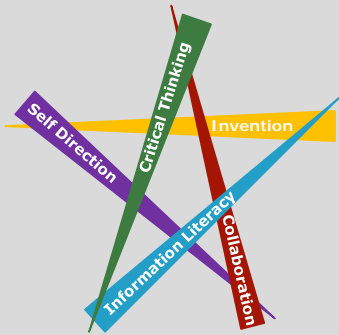
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their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

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comprehensive Health / RWC	Grade Level	5 th
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
Prevention and Risk Management	Access valid information about the effects of tobacco use and exposure to second-hand smoke, and prescription and over-the-counter drugs	CH09-GR.5-S.4-GLE.1	
	Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying	CH09-GR.5-S.4-GLE.2	
Oral Expression and Listening	Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience	RWC10-GR.5-S.1-GLE.1	
	Listening strategies are techniques that contribute to understanding different situations and serving different purposes	RWC10-GR.5-S.1-GLE.2	
Reading for All Purposes	Literary texts are understood and interpreted using a range of strategies	RWC10-GR.5-S.2-GLE.1	
	Ideas found in a variety of informational texts need to be compared and understood	RWC10-GR.5-S.2-GLE.2	
	Knowledge of morphology and word relationships matters when reading	RWC10-GR.5-S.2-GLE.3	
Writing and Composition	The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes	RWC10-GR.5-S.3-GLE.1	
	The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes	RWC10-GR.5-S.3-GLE.2	
	Conventions apply consistently when evaluating written texts	RWC10-GR.5-S.3-GLE.3	
Research and Reasoning	High-quality research requires information that is organized and presented with documentation	RWC10-GR.5-S.4-GLE.1	
	Identifying and evaluating concepts and ideas have implications and consequences	RWC10-GR.5-S.4-GLE.2	
	Quality reasoning requires asking questions and analyzing and evaluating viewpoints	RWC10-GR.5-S.4-GLE.3	

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Colorado 21st Century Skills



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

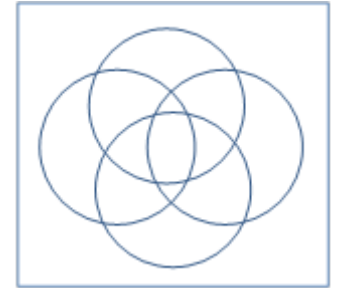
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Integrated Curriculum Design: This interdisciplinary approach matches basic concepts in Comprehensive Health with other content areas such as Physical Education, Science and Reading, Writing & Communication and Fine arts- forming overlaps in instruction of certain topics in an authentic integrated model.



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Building Diverse Relationships	Teacher’s Discretion	Teacher’s Discretion

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Unit Title	Building Diverse Relationships		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Consequences/Relationships	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.5-S.4-GLE.2 RWC10-GR.5-S.2-GLE.1 RWC10-GR.5-S.2-GLE.2 RWC10-GR.5-S.2-GLE.3	RWC10-GR.5-S.3-GLE.1 RWC10-GR.5-S.3-GLE.3 RWC10-GR.5-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are the consequences of bullying? (CH09-GR.5-S.4-GLE.2-EO.b) • How do people become prejudiced? (CH09-GR.5-S.4-GLE.2-IQ.7) 			
Unit Strands	Comprehensive Health: Prevention and Risk Management RWC: Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	Behaviors, Prevention, Influence, Communication, Consequences, Factors, Differences, Violence, Community, Safety, Diversity, Value, Connections, Interaction, Change, Phonics, Fluency, Vocabulary, Comprehension, Phonics, Spelling, Fluency, Vocabulary			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Various personal and interpersonal factors influence an individual's choices and behaviors and these challenges can create change and affect relationships. (CH09-GR.5-S.4-GLE.2-EO.a) (RWC10-GR.5-S2.GLE.1-EO.a-e) and (RWC10-GR.5-S3.GLE.1-EO.a.i-vi)	Describe the change (character) undergoes in (text). (RWC10-GR.5-S2.GLE.1-EO.b.ii)	How do authors develop change in characters throughout a story? How do these affect relationships?
Shared experiences typically develop or deepen valuable relationships. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii)	What shared experiences/events bring (these characters) closer together? What connections can you make with (character)? (RWC10-GR.5-S.2-GLE.1-EO.a)	How do authors use shared experiences to influence the relationships of the characters? (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii)
Short term and long term consequences from bullying result from the lack of respect for or intolerance of differences (CH09-GR.5-S.4-GLE.2-EO.b)	Why is it important to report incidences of bullying? (CH09-GR.5-S.4-GLE.2-EO.b;IQ.3)	How would you respond if you were being bullied?
Positive communication about violence prevention provides the foundation for establishing and maintaining a safe school and/or community. (CH09-GR.5-S.4-GLE.2-EO.d)	How does pro-social behavior improve communication and reduce bullying, fighting and other violence?	What experiences have you had when you did not feel safe?

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<p>Story elements and text features can help facilitate a deeper understanding of relationships between characters. (RWC10-GR.5-S2.GLE.1-EO.a-e) and (RWC10-GR.5-S2.GLE.2-EO.a.iii) and (RWC10-GR.5-S3.GLE.1-EO.b)</p>	<p>What are story elements? Give examples from the text? (RWC10-GR.5-S2.GLE.1-EO.i-iii) (RWC10-GR.5-S3.GLE.1-EO.a.ii-iii)</p> <p>What are text features? (RWC10-GR.5-S2.GLE.1-EO.c.iii) (RWC10-GR.5-S3.GLE.3-EO.a.i-v) and (RWC10-GR.5-S3.GLE.3-EO.b.ii-iv) and (RWC10-GR.5-S3.GLE.3-EO.c-e)</p>	<p>How do authors use story elements to create deeper understanding of relationships between characters/texts/ideas – etc.?</p> <p>How does the author use text features to create deeper understanding of relationships? (RWC10-GR.5-S2-GLE.1-EO.a-e) and (RWC10-GR.5-S2-GLE.2-EO.a.iii) and (RWC10-GR.5-S3-GLE.1-EO.b)</p>
<p>Comprehension strategies help readers develop greater/deeper understanding of various texts. (CCSS.5.4a) (RWC10-GR.5-S.2-GLE.3-EO.b.i)</p>	<p>What are 5 strategies good readers use to help make meaning of text?</p>	<p>Why do good readers need and use a wide array of comprehension strategies?</p>

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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"> • Short-term and long-term consequences of bullying • Qualities of pro-social behavior (CH09-GR.5-S.4-GLE.2-EO.c) • The connections between story elements and the development of character relationships. (RWC10-GR.5-S.2-GLE.1-EO.i-iii) (RWC10-GR.5-S3.GLE.1-EO.a.ii-iii) • Specific strategies for using text features to enhance personal understanding of a given text(RWC10-GR.5-S.2-GLE.1-EO.c.iii) and (RWC10-GR.5-S.3-GLE.3-EO.a.i-v) and (RWC10-GR.5-S.3- GLE.3-EO.b.ii-iv) and (RWC10-GR.5-S.3-GLE.3-EO.c-e) • The reasons why character change or transformation is a major aspect of stories and storytelling (RWC10-GR.5-S.3-GLE.1-EO.a.i- vi) and (RWC10-GR.5-S.2.GLE.1-EO.b.ii) • Morphology and word relationships. (RWC10-GR.5-S.3-GLE.3) • Conventions and grammar 	<ul style="list-style-type: none"> • Provide examples of bullying prevention (CH09-GR.5-S.4-GLE.2-EO.d) • Identify the difference between bullying and aggression (CH09-GR.5-S.4-GLE.2-EO.a;IQ.2) • Apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.5.3 (RWC10-GR.5-S.3- GLE.3) • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. CCSS.RF.5.3a (RWC10-GR.5-S.3-GLE.3-EO.a) • Read with sufficient accuracy and fluency to support comprehension CCSS.RF.5.4 (RWC10-GR.5-S.3- GLE.3-EO.g) • Read grade-level text with purpose and understanding. CCSS.RF.5.4a(RWC10-GR.5-S.3-GLE.3-EO.g.i) • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.5.4b (RWC10-GR.5-S.3-GLE.3-EO.g.ii) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.5.4c (RWC10-GR.5-S.3-GLE.3-EO.g.iii) • Quote accurately from a text when explaining what a text says explicitly. (RWC10-GR.5-S.2-GLE.1- EO.b.i) • Determine a theme of a story, drama, or poem from details in the text, including how characters respond to a challenge. (RWC10-GR.5-S.2-GLE.1-EO.b.ii) • Compare and contrast story elements drawing on specific details from the text. (RWC10-GR.5-S.2- GLE.1-EO.d.ii) • Use narrative techniques to establish and develop the relationship between characters and to develop story elements. (RWC10-GR.5-S.3-GLE.1-EO.a.ii-iii) • Compare and contrast various methods of communication.

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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>Comprehensive Health: I will be able to improve my communication skills and develop pro-social behavior by demonstrating positive alternatives to violent and non-violent actions such as bullying, teasing and aggression.</i></p>
<p>Academic Vocabulary:</p>	<p>Behaviors, Prevention, Influence, Communication, Consequences, Factors, Differences, Community, Safety, Characters, Theme, Story elements, Inferences, Relationships, Dialogue, Pacing, Connections, Conclusion</p>
<p>Technical Vocabulary:</p>	<p>Bullying, Pro-social, Prejudice, Narrative Technique, Expository, Literary Devices, Imagery, Foreshadowing, Metaphors, Figurative language, Similes, Stanza, Alliteration</p>

<p>Unit Description:</p>	<p>This unit allows students to study how various personal and interpersonal factors influence individual’s choices that may result in lack of respect for or intolerance of differences. Additionally, as short term and long term consequences from bullying are accessed, students will have opportunities to recognize the power and importance of positive communication and acceptance of others. Reading strategies, elements of narrative text and characterization will be integrated throughout the learning experiences to support the development of skills such as pro-social behavior, inclusion and healthy relationships. The unit concludes with students reading a short story about bullying. They will then annotate the story for bullying consequences and positive pro-social behaviors to finally create a news story sharing alternatives to bullying.</p>
<p>Considerations:</p>	<p>This team of teachers represented a rural school in the San Luis Valley. The resources in the unit reflect the interests and relevancy in their community (as such, the resources may not apply to other communities but the Learning Experiences certainly do). Teachers will need to be sensitive to experiences students may have had with teasing and bullying from peers.</p>
<p>Unit Generalizations</p>	
<p>Key Generalization:</p>	<p>Various personal and interpersonal factors influence an individual’s choices and behaviors and these challenges can create change and affect relationships.</p>
<p>Supporting Generalizations:</p>	<p>Shared experiences typically develop or deepen valuable relationships.</p>
	<p>Short term and long term consequences from bullying result from the lack of respect for or intolerance of differences</p>
	<p>Positive communication about violence prevention provides the foundation for establishing and maintaining a safe school and/or community.</p>
	<p>Story elements and text features can help facilitate a deeper understanding of relationships between characters.</p>
	<p>Comprehension strategies help readers develop greater/deeper understanding of various texts.</p>

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GREEN	Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.
BLUE	Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media are used.
PINK	Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.
YELLOW	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Performance Assessment: *The capstone/summative assessment for this unit.*

Integration Continuum Color: **GREEN** BLUE PINK YELLOW

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Various personal and interpersonal factors influence an individual’s choices and behaviors and these challenges can create change and affect relationships. Story elements and text features can help facilitate a deeper understanding of relationships between characters.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your fellow journalists have been asked to report on a story you have read about a student who was bullied. You will present the consequences and the alternatives to bullying found in the story. As journalists you will also create considerations for positive peer behavior and advocacy to promote a culture of pro-social behavior in the school.
Product/Evidence: (Expected product from students)	After reading a short story about bullying, “A Summer in a Day” by Ray Bradbury (http://www.btboes.org/Downloads/6_All%20Summer%20in%20a%20Day%20by%20Ray%20Bradbury.pdf), students will annotate the story for bullying consequences and positive pro-social behaviors and then create a news story sharing alternatives to bullying. Concepts and skills that should be considered are bullying, pro-social, consequences, characters, story elements, relationships, narrative technique, foreshadowing, and synthesizing. Teams will create a final video news report for a presentation and discuss considerations for positive peer behavior and advocacy to promote a culture of pro-social behavior in the school.
Differentiation: (Multiple modes for student expression)	Students may watch the movie “A Summer in a Day” and write a news story.

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

Informational/Non-Fiction	Fiction
Dealing with Stuff That Makes Life Tough by Jill Zimmerman Rutledge (Lexile range 800-1000) I Wish I Knew What to Do by Beth Carls (Lexile range 800 – 900) Less Stress = More Success by Susanna Palomares, Diane Schilling (Lexile range 800-1000) 50 Activities for Teaching Relaxation and Stress Management to Teens (Lexile range	The Hundred Dresses by Eleanor Estes (Lexile range 600 – 800) Stargirl by Jerry Spinelli (The impact of peer influences and popularity) (Lexile range 700-1000) The List by Siobhan Vivian (Lexile range 800-1100) Who Moved My Cheese? for Teens by Spencer Johnson (Lexile range 880-900) Dear Bully by Carrie Jones & Megan Helley Hall (850 Lexile level)

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<p>800-1200)</p> <p>Self-Advocacy: The Ultimate Teen Guide by Cheryl Gerson Tuttle, JoAnn Augeri Silva (Lexile range 800-1200)</p> <p>Communication Skills by Kalpit Jain (Developing communication skills) (Lexile range 800-1000)</p> <p>Pressure: True Stories by Teens About Stress edited by Al Desetta from Youth Communication (Lexile range 800-1000)</p> <p>Rage: True Stories by Teens About Anger edited by Laura Longhine and Nora McCarthy from Youth Communication (Lexile range 800-1000)</p> <p>Vicious: True Stories by Teens About Bullying edited by Hope Vanderberg from Youth Communication (Lexile range 800-1000)</p> <p>Chill Skills in a Jar- Anger Management Tips for Teens by Free Spirit Publishing (Lexile range 800-1200)</p> <p>Kid’s on Strike by Susan Campbell Bartoletti (Lexile level 920)</p>	<p>Burned by P.C. Cast & Kristin Cast (Lexile level 790)</p> <p>Impulse by Steven Gould (Lexile level 730)</p> <p>The Pinballs by Betsy Byars (Lexile level 600)</p> <p>Thirteen Reasons Why by Jay Asher (Lexile level 550)</p> <p>The Lions of Little Rock by Kristin Levine (Lexile level 630)</p> <p>Counting on Grace by Elizabeth Winthrop (Lexile level 760)</p> <p>The Watsons Go to Birmingham by Christopher Paul Curtis (Lexile level 1000)</p> <p>Tuck Everlasting by Natalie Babbitt (Lexile level 770)</p> <p>M.C. Higgins, the Great by Virginia Hamilton (Lexile level 630)</p> <p>The Birchbark House by Louise Erdrich (Lexile level 970)</p> <p>Chains by Laurie Halse Anderson (Lexile level 780)</p> <p>Bud, Not Buddy by Christopher Paul Curtis (Lexile level 950)</p> <p>Witches’ Children by Patricia Clapp (Lexile level 990)</p> <p>Number the Stars by Lois Lowry (Lexile level 670)</p>
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Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think like/work like a student journalist to assess characteristics of pro-social behavior that are occurring in current news stories.	Teacher Resources:	http://www.denverpost.com/ (News articles from the Denver Post) https://www.informationvine.com/index?qsrc=999&go=semQuery&ad=semD&o=603079&l=sem&askid=8e178560-dbb9-4887-b2fd-b65e0435b12f-0-iv_gsb&q=news%20week%20articles&dqj=&m=broad&an=google_s (Articles from News Week)
			Student Resources:	http://www.denverpost.com/ (News articles from the Denver Post) https://www.informationvine.com/index?qsrc=999&go=semQuery&ad=semD&o=603079&l=sem&askid=8e178560-dbb9-4887-b2fd-b65e0435b12f-0-iv_gsb&q=news%20week%20articles&dqj=&m=broad&an=google_s (Articles from News Week)
	Skills:	<ul style="list-style-type: none"> • Provide examples of bullying prevention • Use narrative techniques to establish and develop the relationship between characters and to develop story elements. 	Assessment:	Students will read two to three news articles and identify actions of pro-social behavior people have demonstrated.
2.	Description:	Think like/work like a student advocate to demonstrate pro-social behavior and positive communication skills.	Teacher Resources:	http://studentservices.dadeschools.net/bullying/pdfs/lessons/5gr/L3_5gr.pdf (Role Playing Cards) https://www.edutopia.org/blog/project-happiness-empathy-randy-taran (Building Social and Emotional Skills in Elementary Students: Empathy) http://schools.nyc.gov/NR/ronlyres/B455AFAF-7A91-4621-A15D-F807718D19FC/0/CounselorConnectionFinalNov_Dec_b.pdf (Promoting pro-social behavior)

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		Student Resources:	http://studentservices.dadeschools.net/bullying/pdfs/lessons/5gr/L3_5gr.pdf (Role Playing Cards) https://www.edutopia.org/blog/project-happiness-empathy-randy-taran (Building Social and Emotional Skills in Elementary Students: Empathy) http://schools.nyc.gov/NR/rdonlyres/B455AFAF-7A91-4621-A15D-F807718D19FC/0/CounselorConnectionFinalNov_Dec_b.pdf (Promoting pro-social behavior)
Skills:	Compare and contrast various methods of communication.	Assessment:	Students will say one positive comment to a peer each day to demonstrate pro-social communication skills.

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) working knowledge of the concepts such as communication, listening, safety, inclusion and working in groups or with a partner. However, it is understood that not all 5th graders have the same prior life experiences when it comes to bullying experiences and peer and family relationships.

Learning Experience # 1		
The teacher may introduce reading strategies so students can gain deeper understanding of theme (inferencing, asking questions, determining importance, & synthesizing).		
Integration Continuum Color: GREEN BLUE PINK YELLOW PINK: Work combines some techniques, skills and concepts from both disciplines, but proficiency is uneven.		
Generalization Connection(s):	Comprehension strategies help readers develop greater/deeper understanding of various texts.	
Teacher Resources:	http://www.bhamcityschools.org/cms/lib5/AL01001646/Centricity/Domain/131/Theme_Task_Cards_copy.pdf (Theme task cards)	
Student Resources:	http://www.bhamcityschools.org/cms/lib5/AL01001646/Centricity/Domain/131/Theme_Task_Cards_copy.pdf (Theme task cards)	
Assessment:	Students will write a paragraph using their annotation from the text to document their understanding of common themes (courage, perseverance, friendship, empathy).	
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: <ul style="list-style-type: none"> • provide visual charts • provide oral presentation • provide instruction in native language • provide a word bank • provide sentence e stems 	Students may: <ul style="list-style-type: none"> • work in pairs • present orally • Use native language
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	N/A	Students may use their paragraph to provide an electronic presentation (Prezi, PPT, story board, etc.)
Critical Content:	<ul style="list-style-type: none"> • The connections between story elements and the development of character relationships • The reasons why character change or transformation is a major aspect of stories and storytelling • Conventions and grammar 	
Key Skills:	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary • Quote accurately from a text when explaining what a text says explicitly • Determine a theme of a story, drama, or poem from details in the text, including how characters respond to a challenge 	
Critical Language:	Theme, Synthesizing, Inference, Courage, Perseverance, Empathy, Annotate	

Learning Experience # 2

The teacher may introduce narrative text elements so students understand how character relationships affect the plot.

Integration Continuum Color: GREEN BLUE PINK YELLOW

GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines

Generalization Connection(s):	Story elements and text features can help facilitate a deeper understanding of relationships between characters.	
Teacher Resources:	http://www.arvindguptatoys.com/arvindgupta/dresses.pdf (The Hundred Dresses) http://bcs.schoolwires.net/cms/lib5/AL01001646/Centricity/Domain/131/Common%20Core%20Graphic%20Organizers%20for%20Literature%20Standards%20Grade%205.pdf (Graphic organizers)	
Student Resources:	http://www.arvindguptatoys.com/arvindgupta/dresses.pdf (The Hundred Dresses)	
Assessment:	The student will rewrite a story element related to character relationships and demonstrate how that affects the plot.	
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: <ul style="list-style-type: none"> • provide a word bank • provide sentence stems • provide a chart (characterization/plot) 	Students may: <ul style="list-style-type: none"> • work in pairs • present orally • use native language
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a movie/script of the rewritten story
Critical Content:	<ul style="list-style-type: none"> • Short-term and long-term consequences of bullying • Qualities of pro-social behavior • The connections between story elements and the development of character relationships 	

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	<ul style="list-style-type: none"> • The reasons why character change or transformation is a major aspect of stories and storytelling • Conventions and grammar
Key Skills:	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression • Use context to confirm or self-correct word recognition and understanding, rereading as necessary • Quote accurately from a text when explaining what a text says explicitly • Use narrative techniques to establish and develop the relationship between characters and to develop story elements
Critical Language:	Plot, Conflict, Characterization, Pro-social behavior, Bullying

Learning Experience # 3

The teacher may introduce story elements so students can analyze how setting affects character relationships.

Integration Continuum Color: GREEN BLUE PINK YELLOW

GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines

Generalization Connection(s):	Story elements and text features can help facilitate a deeper understanding of relationships between characters.	
Teacher Resources:	https://www.youtube.com/watch?v=p7uZDNxjRc0 (Petite Rouge Riding Hood) https://www.youtube.com/watch?v=4kAuGWChS-s https://www.youtube.com/watch?v=VKrliaJ-FzQ https://www.youtube.com/watch?v=RNf-A6eovK8 https://www.youtube.com/watch?v=x8sfak7mTOU http://pinkmonkey.com/dl/library1/story089.pdf (Little Red Riding Hood)	
Student Resources:	https://www.youtube.com/watch?v=p7uZDNxjRc0 (Petite Rouge Riding Hood) https://www.youtube.com/watch?v=4kAuGWChS-s https://www.youtube.com/watch?v=VKrliaJ-FzQ https://www.youtube.com/watch?v=RNf-A6eovK8 https://www.youtube.com/watch?v=x8sfak7mTOU http://pinkmonkey.com/dl/library1/story089.pdf (Little Red Riding Hood)	
Assessment:	Students will rewrite the setting of a short story and explain how the character relationship changes (i.e. Little Red Riding Hood, Petite Rouge)	
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.)	<p>The teacher may:</p> <ul style="list-style-type: none"> • provide example of short narratives with different settings • give students two stories with different settings and the students can compare character relationship • provide pictures • provide sentence stems • provide anchor charts of story elements 	<p>Students may:</p> <ul style="list-style-type: none"> • work in pairs • present orally • use native language • use the different settings
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students can illustrate the new setting with the characters
Critical Content:	<ul style="list-style-type: none"> • Qualities of pro-social behavior • The connections between story elements and the development of character relationships • The reasons why character change or transformation is a major aspect of stories and storytelling • Conventions and grammar 	
Key Skills:	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression • Use narrative techniques to establish and develop the relationship between characters and to develop story elements 	
Critical Language:	Narrative elements, Setting, Conflict, Characterization, Bullying	

Learning Experience # 4

The teacher may introduce characterization so students can assess how a character changes throughout a story.

Integration Continuum Color: GREEN BLUE PINK YELLOW

YELLOW: Peripherals affective goals are met through the wok. Learning is demonstrated in one discipline or the other, but now both.

Generalization Connection(s):	Various personal and interpersonal factors influence an individual’s choices and behaviors and these challenges can create change and affect relationships.	
Teacher Resources:	https://www.risd.k12.nm.us/assessment_evaluation/Character%20Analysis.pdf (Character analysis graphic organizer) http://mxm.johnston.k12.nc.us/common/pages/DisplayFile.aspx?itemId=5865647 (Characterization PPT)	
Student Resources:	https://www.risd.k12.nm.us/assessment_evaluation/Character%20Analysis.pdf http://mxm.johnston.k12.nc.us/common/pages/DisplayFile.aspx?itemId=5865647 (Characterization PPT)	
Assessment:	Students will write a paragraph describing how a character changes throughout a story.	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Colorado Teacher-Authored Sample Instructional Unit

(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may: <ul style="list-style-type: none"> • provide character traits • provide stem sentences • provide vocabulary word bank 	Students may: <ul style="list-style-type: none"> • work in pairs • present orally • use native language • use a graphic organizer to rewrite story
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a characterization poster showing the changes from beginning of the story to the end.
Critical Content:	<ul style="list-style-type: none"> • The connections between story elements and the development of character relationships • The reasons why character change or transformation is a major aspect of stories and storytelling • Conventions and grammar 	
Key Skills:	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression • Compare and contrast story elements drawing on specific details from the text • Use narrative techniques to establish and develop the relationship between characters and to develop story elements 	
Critical Language:	Communication, Honesty, Trust, Interpersonal factors, Solidarity	

Learning Experience # 5		
<p>The teacher may introduce character challenges so students can examine how individual responses to challenges affect relationships.</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="right">GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines</p>		
Generalization Connection(s):	Various personal and interpersonal factors influence an individual’s choices and behaviors and these challenges can create change and affect relationships.	
Teacher Resources:	https://public.rcas.org/administration/SA/CR/Rapid%20City%20Character%20Counts/6th%20grade-8th%20grade/November%20-%20Trustworthiness/Character%20Comes%20with%20Practice.pdf (scenarios)	
Student Resources:	https://public.rcas.org/administration/SA/CR/Rapid%20City%20Character%20Counts/6th%20grade-8th%20grade/November%20-%20Trustworthiness/Character%20Comes%20with%20Practice.pdf (scenarios)	
Assessment:	Students will present different social scenarios to critique how individual interaction/responses to challenges affect relationships.	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Colorado Teacher-Authored Sample Instructional Unit

(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may: <ul style="list-style-type: none"> • provide sentence stems • provide social scenarios (task cards) 	Students may: <ul style="list-style-type: none"> • write their critique using sentence stems • orally critique the interactions • video tape their presentations
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write their own social scenario to present to the class.
Critical Content:	<ul style="list-style-type: none"> • Qualities of pro-social behavior • The connections between story elements and the development of character relationships • The reasons why character change or transformation is a major aspect of stories and storytelling 	
Key Skills:	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression • Use context to confirm or self-correct word recognition and understanding, rereading as necessary • Quote accurately from a text when explaining what a text says explicitly • Use narrative techniques to establish and develop the relationship between characters and to develop story elements 	
Critical Language:	Prosocial behavior, Conflict, Challenges, Relationships. Choices	

Learning Experience # 6		
<p>The teacher may introduce literary conflict (man vs. man, man vs. nature, man vs. self, man vs. society) so students can evaluate how shared experiences affect character relationships in a story</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="right">GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines</p>		
Generalization Connection(s):	Shared experiences typically develop or deepen valuable relationships.	
Teacher Resources:	http://school.judsonisd.org/webpages/bschuler/files/literary-conflict-powerpoint%20(3).ppt . (literary conflict PPT with pictures and written scenarios)	
Student Resources:	http://school.judsonisd.org/webpages/bschuler/files/literary-conflict-powerpoint%20(3).ppt (literary conflict PPT with pictures and written scenarios)	
Assessment:	Students will work with a partner to write a narrative to show how a shared experience develops/ deepens relationships	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Colorado Teacher-Authored Sample Instructional Unit

(Multiple means for students to access content and multiple modes for student to express understanding.)	<p>The teacher may:</p> <ul style="list-style-type: none"> • provide sentence stems • provide anchor charts (man vs. man, etc.) • provide narratives 	<p>Students may:</p> <ul style="list-style-type: none"> • work in pairs • present orally • use native language • use the beginning of a narrative and write the end • use a narrative and describe how the character relationship develops
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	<p>Students may:</p> <ul style="list-style-type: none"> • use their narratives • develop a script for a play
Critical Content:	<ul style="list-style-type: none"> • Qualities of pro-social behavior • The connections between story elements and the development of character relationships • Specific strategies for using text features to enhance personal understanding of a given text • The reasons why character change or transformation is a major aspect of stories and storytelling • Conventions and grammar 	
Key Skills:	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression • Use context to confirm or self-correct word recognition and understanding, rereading as necessary • Quote accurately from a text when explaining what a text says explicitly • Determine a theme of a story, drama, or poem from details in the text, including how characters respond to a challenge details from the text • Use narrative techniques to establish and develop the relationship between characters and to develop story elements 	
Critical Language:	Conflict, Man vs. man, Man vs. self, Man vs. society, Man vs. self	

Learning Experience # 7	
<p>The teacher may address intolerance to differences so students can analyze the consequences of bullying.</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center">PINK: Work combines some techniques, skills, and concepts from integrated disciplines, but proficiency is uneven.</p>	
Generalization Connection(s):	Short term and long term consequences from bullying result from the lack of respect for or intolerance of differences.
Teacher Resources:	http://www.aea1.k12.ia.us/documents/filelibrary/curriculum_instruction_and_assessment/school_counseling/diversity/bullying/bullying_harassingscenarios2_7AEDF82AEBD8F.pdf (bullying scenarios)
Student Resources:	http://www.aea1.k12.ia.us/documents/filelibrary/curriculum_instruction_and_assessment/school_counseling/diversity/bullying/b

Colorado Teacher-Authored Sample Instructional Unit

	bullying_harassingscenarios2_7AEDF82AE8D8F.pdf (bullying scenarios)	
Assessment:	Students will work in groups (3-4) to dramatize the short/ long term effects of a given bullying scenario.	
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: <ul style="list-style-type: none"> • provide bullying scenarios • provide videos on bullying • provide a word bank • provide language stems 	Students may: <ul style="list-style-type: none"> • write effects of a bullying scenario • use native language • create a collage of the effects
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write their own bullying scenario with the short/long term effects.
Critical Content:	<ul style="list-style-type: none"> • Short-term and long-term consequences of bullying • Qualities of pro-social behavior 	
Key Skills:	<ul style="list-style-type: none"> • Provide examples of bullying prevention • Identify the difference between bullying and aggression 	
Critical Language:	Sympathy, Bullying , Bystander, Discrimination, Diversity, Harassment, Hate crime, Prejudice, Respect, Stereotype, Tolerance, Target, Abusive, Antagonistic, Controlling, Domineering, Hateful, Inconsiderate, Intolerant, Offensive, Oppression, Pressure, Spiteful, Terrorize, Threaten, Victimization, Unkind	

Learning Experience # 8		
<p>The teacher may provide examples of pro-social behaviors so students can analyze how positive personal behaviors can create a safe school and/or community.</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="right">PINK: Work combines some techniques, skills, and concepts from integrated disciplines, but proficiency is uneven.</p>		
Generalization Connection(s):	Positive communication about violence prevention provides the foundation for establishing and maintaining a safe school and/or community.	
Teacher Resources:	http://studentservices.dadeschools.net/bullying/pdfs/lessons/5gr/L3_5gr.pdf (Role Playing Cards)	
Student Resources:	http://studentservices.dadeschools.net/bullying/pdfs/lessons/5gr/L3_5gr.pdf (Role Playing Cards)	
Assessment:	Given a bullying scenario, students will role play using pro-social behaviors to prevent school violence and promote a positive school climate.	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Colorado Teacher-Authored Sample Instructional Unit

(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may: <ul style="list-style-type: none"> • provide bullying scenario task cards • provide bullying vocabulary word bank • provide bullying graphic organizer • provide language stem 	Students may: <ul style="list-style-type: none"> • use native language • use the different settings • work one on one with the teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Student may video tape role playing scenarios to share with younger grades.
Critical Content:	<ul style="list-style-type: none"> • Short-term and long-term consequences of bullying • Qualities of pro-social behavior 	
Key Skills:	<ul style="list-style-type: none"> • Provide examples of bullying prevention • Identify the difference between bullying and aggression • Read grade-level text with purpose and understanding 	
Critical Language:	Conflict, Imbalance of power, Bystander, Up stander, Accomplice, Empathy, Sympathy, Bully, Discrimination, Diversity, Prejudice, Respect, Tolerate, Stereotype, Apathetic, Impatient, Displeased, Indifferent, Antagonized, Aggravated, Indignant, Exasperated, Aggressive, Belligerent, Contemptuous, Spiteful	