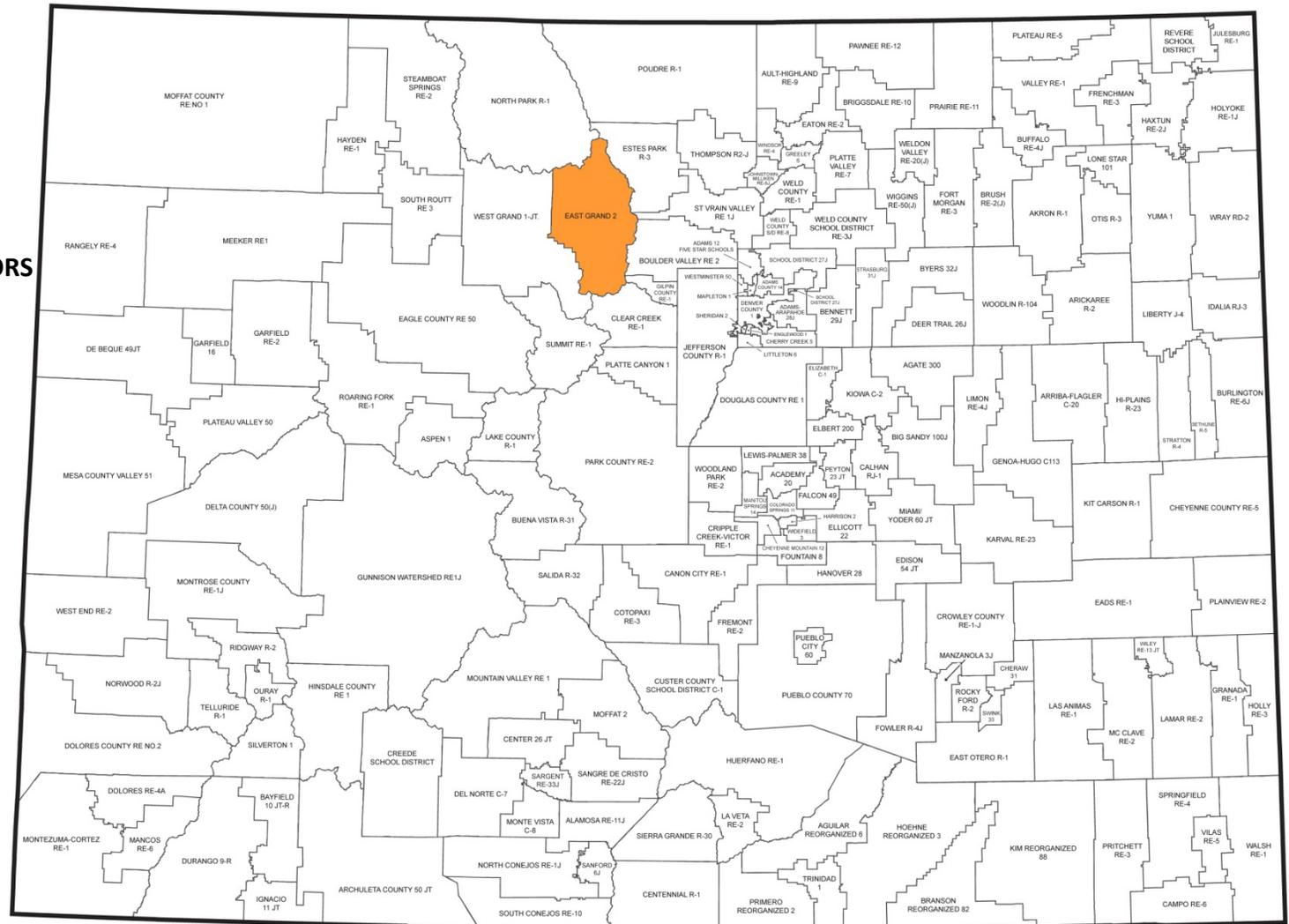


Unit Title: Conflicts and Resolutions



INSTRUCTIONAL UNIT AUTHORS

East Grand School District

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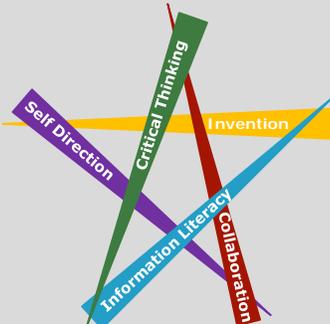
Patty Finnigan

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	RWC /Comprehensive Health	Grade Level	5 th
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
Emotional and Social Wellness	Analyze internal and external factors that influence mental and emotional health	CH09-GR.5-S.3-GLE.1	
Oral Expression and Listening	Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience	RWC09-GR.5-S.1-GLE.1	
Reading for All Purposes	Literary texts are understood and interpreted using a range of strategies	RWC09-GR.5-S.2 -GLE.1	
	Ideas found in a variety of informational texts need to be compared and understood	RWC09-GR.5-S.2-GLE-2	
	Knowledge of morphology and word relationships matters when reading	RWC09-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	RWC09-GR.5-S.3-GLE.1	
	The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes	RWC09-GR.5-S.3-GLE.2	
	Conventions apply consistently when evaluating written texts	RWC09-GR.5-S.3-GLE.3	

Colorado 21st Century Skills



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

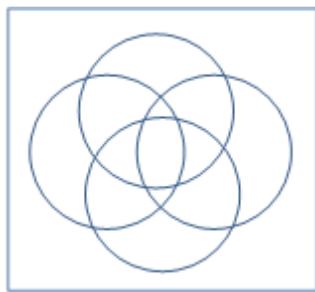
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Integrated Curriculum Design: This interdisciplinary approach matches basic concepts in science and social studies – interdependence, region, environment, adaptation - forming overlaps in instruction of certain topics in an authentic integrated model.



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Conflicts and Resolutions	Teacher’s Discretion	Teacher’s Discretion

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Conflicts and Resolutions		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Conflict/Influences	Standards and Grade Level Expectations Addressed in this Unit	RWC09-GR.5-S.1-GLE.1 RWC09-GR.5-S.2-GLE.1 RWC09-GR.5-S.2-GLE.2 RWC09-GR.5-S.2-GLE.3	RWC09-GR.5-S.3-GLE.1 RWC09-GR.5-S.3-GLE.2 RWC09-GR.5-S.3-GLE.3 CH09-GR.5-S.3-GLE.1
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are the influences that affect your emotions? (CH09-GR.5-S.3-GLE.1) • Why is conflict and resolution important in text? (RWC10-GR.5-S.2.GLE.1-EO.a-e) • How can internal conflict impact external conflicts? (RWC10-GR.5-S2.GLE.1-EO.a-e) (RWC10-GR.5-S.2.GLE.1-EO.a-e) 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning, Emotional and Social Wellness			
Concepts	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning, Influences, Media, Emotions, Feelings, Society, Health, Control			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Conflict can arise from the sharing of (diverse) perspectives within families and society; conflict can affect mental and emotional health. (RWC10-GR.5-S.2-GLE.1- IQ.4) (CH09-GR.5-S.3-GLE.1-EO.c)	In what ways can others affect how people feel? (CH09-GR.5-S.3-GLE.1-EO.c;IQ.1) What is conflict? (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii)	How does a person control their emotions? How does point of view contribute to conflict? How can understanding point of view reduce?
Conflict, often portrayed by media in both appropriate and inappropriate forms of emotional response can reveal disagreements and provide unique opportunities to bring about positive forms of change. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii) (CH09-GR.5-S.3-GLE.1-EO.a)	What are some examples of both appropriate and inappropriate media portrayals of feelings and emotions? What changes as a result of conflict?	How do the media affect one's emotions? Why does conflict bring about change?
Internal and external conflict can help drive characters' actions and reactions in narrative texts (RWC10-GR.5-S.2-GLE1.EO.b.ii)	What type of conflict drives the story we are reading?	How do internal and external conflicts drive a story's development in different ways?
Comprehension strategies and the use of informational text features help readers develop greater/deeper understanding of various texts and assists in performing specific tasks (CCSS.5.4a) (RWC10-GR.5-S.2-GLE.3-EO.b.i)* (RWC10-GR.5-S.2-GLE.2-EO.b.iv)	Identify 5 strategies good readers use to help make meaning of text. What are informational text features?	Why do good readers need and use a wide array of comprehension strategies?

Colorado Teacher-Authored Sample Instructional Unit

<p>Writing informational and opinion texts assists in examining a topic, supporting a point of view and conveying ideas logically and clearly. (RWC10-GR.5-S.3-GLE.2-EO.a,b)</p>	<p>What are components of informational writing/explanatory writing? (RWC10-GR.5-S.3-GLE.2-EO.b) What are the components of opinion writing? (RWC10-GR.5-S.3-GLE.2-EO.a)</p>	<p>How are the components of informational and opinion writing alike and different?</p>
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<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • The development of stories includes both conflict and resolution(RWC10-GR.5-S.2-GLE.1-IQ.4) • The difference between internal and external conflict(RWC10-GR.5 S.2-GLE.1-EO.b.ii) • How authors use multiple points of view to create and resolve conflict (RWC10 GR.5-S2-GLE.1-EO.iv-v) and (RWC10-GR.5- S.2-GLE.1-EO.b.iii) • Methods of communication (CH09-GR.5-S.3-GLE.1-EO.c) • Influences in a person’s life (CH09-GR.5-S.3-GLE.1-EO.a,c) • Media and society influence on mental and emotional health (CH09-GR.5-S.3 GLE.1-EO.a) • Family and peer influence on mental and emotional health (CH09-GR.5-S.3 GLE.1-EO.c) 	<ul style="list-style-type: none"> • 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) • Compare and contrast different perspectives. (RWC10-GR.5-S2.GLE.1-EO.iv-v) and (RWC10-GR.5-S.2- GLE.1-EO.b.iii) • Write well-developed stories that include conflict and resolution. (RWC10-GR.5-S.3-GLE.1-EO.a.i-vi) • Define the difference between internal and external conflict. (RWC10-GR.5-S.2-GLE.1-EO.iv-v) and (RWC10-GR.5-S.2-GLE.1-EO.b.iii) • Describe change in a character as a result of conflict. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii) • Identify the plot, to include the plot line, of a story. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii) • Compare and contrast various methods of communication. • Identify influences in a person’s life. (CH09-GR.5-S.3-GLE.1-EO.a,c) • Understand how media and society can influence mental and emotional health. (CH09-GR.5-S.3-GLE.1-EO.a) • Explain how families and peers can influence mental and emotional health. (CH09-GR.5-S.3-GLE.1-EO.c)

Colorado Teacher-Authored Sample Instructional Unit

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>While reading _____, it became clear that the main character was driven by both internal and external conflict. Internal/External conflict was apparent _____ (insert text-based evidence here). I can identify and explain my emotions and feelings and the effects society has on them.</i></p>
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<p>Academic Vocabulary:</p>	<p>Influences, Emotions, Feelings, Society, Health, Conflict/Resolution, Perspective, Inferences, Opinion, Informative, Cause and Effect, Text Features, Compare and Contrast, Comprehension, Affect</p>
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<p>Technical Vocabulary:</p>	<p>Media, Domain-Specific Vocabulary, Comprehension, Text to Text, Text to Self, Text to World, Organizational Writing Features</p>
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Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit looks at conflict through the lenses of diverse perspectives (e.g. media, family, community, society, etc.) in order to identify how conflict affects mental and emotional health. Students will utilize narrative and informational texts to identify various conflicts. This unit culminates with students working with peers to create a 5th Grade School Newspaper. The newspaper will encompass all aspects of a “real” newspaper (e.g. comic strips, editorials, sports and news articles) illustrating various conflicts and types of writing.
Considerations:	Teachers may consider how there are many influences that impact a student’s perspective with regard to conflict.
Unit Generalizations	
Key Generalization:	Conflict can arise from the sharing of (diverse) perspectives within families and society; conflict can affect mental and emotional health.
Supporting Generalizations:	Conflict, often portrayed by media in both appropriate and inappropriate forms of emotional response can reveal disagreements and provide unique opportunities to bring about positive forms of change.
	Internal and external conflict can help drive characters’ actions and reactions in narrative texts
	Comprehension strategies and the use of informational text features help readers develop greater/deeper understanding of various texts and assists in performing specific tasks
	Writing informational and opinion texts assists in examining a topic, supporting a point of view and conveying ideas logically and clearly.

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 of 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: <i>The capstone/summative assessment for this unit.</i>	
Integration Continuum Color: Blue Green Pink Yellow	
Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Conflict can arise from the sharing of (diverse) perspectives within families and society; conflict can affect mental and emotional health.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your group will become reporters to create articles for a 5th grade school newspaper. The focus of the articles will be on various types of conflict (e.g. world, country, community, school, interpersonal, etc.). Just like in a real newspaper, you will get the chance to develop comic strips, editorials, sports, and news articles that illustrates conflict.

Colorado Teacher-Authored Sample Instructional Unit

<p>Product/Evidence: (Expected product from students)</p>	<p>Students will work in groups to produce a newspaper that includes articles demonstrating various types of conflict (e.g. internal, external, interpersonal, appropriate, inappropriate, diversity, etc.), as well as various types of writing (e.g. narrative and informational). Newspapers must include:</p> <ul style="list-style-type: none"> ● editorials (opinion) ● news articles (summary) ● cartoon (can be political) ● sports ● advice column (informational, resolution skills)
<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students may:</p> <ul style="list-style-type: none"> ● chose to write, draw, scan, video their newspaper contribution ● choose or be purposely assigned their newspaper contribution ● be a partner reporter ● use technology, paper/pen, etc. for a medium

<p>Texts for independent reading or for class read aloud to support the content</p>	
<p align="center">Informational/Non-Fiction</p>	<p align="center">Fiction</p>
<p><i>Shipwrecked! The True Adventures of a Japanese Boy</i>- by Rhoda Blumberg (This book reads like a fictional adventure story, but it is all true. Fourteen year old Manjiro is shipwrecked and survives for months on a desert island before being rescued by American whalers. He is exiled from his country and has adventures all around the world before risking his life to return to Japan at the age of 26.) Lexile level 1020</p> <p><i>What It's Like to Climb Mount Everest, blast off into space, survive a tornado, and other extraordinary stories</i>- by Jeff Belanger (Have you ever read about Bethany Hamilton surviving a shark attack or watched a video of astronauts floating around in space and wondered what it would be like to have the experience yourself? By reading this book, you can gain a first-hand view of several "extreme experiences"--without any actual risk to your own safety.) Lexile level 840</p> <p><i>Trapped in Ice</i>- by Martin Sandler (J 693.2 SAN) (You have probably heard of the Titanic, but do you know about the Arctic Disaster of 1871? The Titanic tragedy involved one ship; the Arctic Disaster of 1871 involved an entire fleet: 32 ships and 1,219 men, women, and children. A true tale of courage, determination, and survival.) Lexile level 1240</p>	<p>Person vs. Person: <i>Dogzilla</i> by Dav Pilkey (Dogzilla vs. the mice army of Mousopolis) Lexile level 720 <i>My Rotten Redheaded Older Brother</i> by Patricia Polacco (a Polacco favorite) Lexile level level 480 <i>The Three Wolves and the Big Bad Pig</i> by Eugene Trivizas (a spoof on the 3 Pigs) Lexile level level 700 <i>The Mysterious Giant of Barletta</i> by Tomie DePaola (giant vs. advancing army) Lexile level 520 <i>Suddenly</i> by Colin McNaughton (Preston the pig vs the menacing wolf) Lexile level 470</p> <p>Person vs. Self: <i>Koala Lou</i> by Mem Fox (realizes his mom loves him no matter what) Lexile level 550 <i>Owl Babies</i> by Martin Waddell (conquer their fear of being left without Mom) Lexile level 500 <i>Edward the Emu</i> by Sheena Knowles (any story like this works – where the character is not comfortable being who he is and wants to be something else.) Lexile NP: Non-Prose</p> <p>Person vs. Nature: <i>Brave Irene</i> by William Steig (fights the blizzard in order to deliver the dress) Lexile level 630 <i>Ghost-Eye Tree</i> by Bill Martin Jr. (the little boy fears the spooky tree) Lexile NP: Non-Prose</p>

Colorado Teacher-Authored Sample Instructional Unit

	<p>Person vs. Society: <i>A Picture Book of Anne Frank</i> by David A. Adler & Karen Ritz (Biography) Lexile level 800 <i>The Lily Cupboard</i> by Oppenheim, Shulamith Levey (A story of the holocaust) Lexile level 420 <i>The Bracelet</i> by Yoshiko Uchida (A Japanese-American girl prepares to go to an internment camp) Lexile level 719 <i>Baseball Saved Us</i> by Ken Mochizuki (A Japanese -American boy gains confidence when he learns to play baseball in an internment camp) Lexile level 550 <i>The Lucky Baseball</i> by Suzanne Lieurance (A boy’s story in a Japanese-American internment camp) Lexile level 690 <i>Journey Home</i> by Lawrence McKay (Mixed-race child travels to Vietnam searching for her birth family) Lexile level 710 <i>Fly Away Home</i> by Eve Bunting (The issue of homelessness) Lexile level 450 <i>Lady in the Box</i> by Ann McGovern (The issue of homelessness) Lexile level 370</p>
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Ongoing Discipline-Specific Learning Experiences			
1.	Description:	Think like/work like a reporter using media to illustrate various types of conflict.	<p>Teacher Resources: https://newsela.com/ http://www.timeforkids.com/ http://www.choice-online.com/ (Choice Magazine)</p>
	Skills:	Analyze a specific conflict and identify appropriate and inappropriate responses.	<p>Student Resources: https://newsela.com/ http://www.timeforkids.com/ http://www.choice-online.com/ (Choice Magazine)</p> <p>Assessment: Students will analyze a specific conflict in media and then identify the type of response and illustrate this conflict.</p>

Prior Knowledge and Experiences
Students will bring their own prior knowledge and experiences that have influenced their life with regard to conflict. The teacher needs to be sensitive to these prior experiences.

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 1		
<p>The teacher may use informational and narrative text to demonstrate examples of conflict so students can begin to identify conflict in their own lives.</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center">Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</p>		
Generalization Connection(s):	Conflict can arise from the sharing of (diverse) perspectives within families and society; conflict can affect mental and emotional health.	
Teacher Resources:	https://drive.google.com/open?id=0B0tUXwLnWmjxZHJtQWNNb3I5dGs (How to write reflective journals) https://drive.google.com/open?id=0B0tUXwLnWmjxVDM5SGtvYTR3cm8 (Journal template for students) https://drive.google.com/open?id=0B0tUXwLnWmjxZXZ3SUVoQW9VekE (Journal writing prompt for <i>Chance for Freedom</i>) https://drive.google.com/open?id=0B0tUXwLnWmjxR0syd01BaIRPNzA (Journal writing prompt for <i>Hot Air Balloon</i>)	
Student Resources:	http://www.readworks.org/passages/how-say-what-youre-feeling (<i>How to Say What You Are Feeling</i>) http://www.readworks.org/passages/me-and-my-habits (<i>Me and My Habits</i>) http://www.readworks.org/passages/unexpected-fortune (<i>Unexpected Fortune</i>) http://www.readworks.org/passages/adventure-hot-air-balloon (<i>Adventure in a Hot Air Balloon</i>) http://www.readworks.org/search/site/chance%20for%20freedom (<i>Chance for Freedom</i>)	
Assessment:	Students will write a reflection on an experience of dealing with conflict in their own lives, and how it affected them mentally and emotionally. (e.g. journal, paragraph, blog, etc.)	
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"> ● Allow for oral presentation ● Provide leveled texts 	Students may: <ul style="list-style-type: none"> ● Reflect orally to teacher ● Leveled texts
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write a reflection poem.
Critical Content:	<ul style="list-style-type: none"> ● The development of stories includes both conflict and resolution 	
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. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary ● Describe change in a character as a result of conflict 	
Critical Language:	Influences, Conflict/Resolution, Text features	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 2		
<p>The teacher may introduce diverse perspectives in relation to family and society so students can begin to articulate various perspectives in conflict situations.</p>		
<p>Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p>Yellow: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</p>		
Generalization Connection(s):	Conflict can arise from the sharing of (diverse) perspectives within families and society; conflict can affect mental and emotional health.	
Teacher Resources:	<p>http://perspectives.tolerance.org/ (Create a FREE membership to the site Perspectives for a Diverse America) This site includes Common Core lessons that based from both literary and informational texts and includes Select a Task: Write to the Source where students use argumentative, explanatory and persuasive writing to respond to ideas and claims found in the central text, using the text to support their own reflection and analysis.)</p> <p>https://www.youtube.com/watch?v=etQJ1FUbOxk (YouTube video: motivational short movie on finding a new perspective *has the words “pissed off” 3:54 in length)</p> <p>https://www.youtube.com/watch?v=g2j_xw8ZNjs (YouTube video: eSpark Learning Points of View. Narrates a situation and describes from each character’s perspective. 8:55 in length)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/multiple-perspectives-building-critical-30629.html?tab=4 (Using text to teach Multiple Perspectives: site includes several book choices and lessons to support.)</p>	
Student Resources:	<p>https://www.youtube.com/watch?v=g2j_xw8ZNjs (YouTube video: eSpark Learning Points of View. Narrates a situation and describes from each character’s perspective. 8:55 in length)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/multiple-perspectives-building-critical-30629.html?tab=4 (Using text to teach Multiple Perspectives: site includes several book choices and lessons to support.)</p>	
Assessment:	Students will be divided into small groups and given example scenarios of conflict situations. Each group will take a role of a particular perspective (e.g. student, parent, sibling, principal, coach, community, etc.) analyze the scenario; discuss the perspective of that group. Each group will share to class their perspective of the scenario while discussing the diverse perspectives of each group.	
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"> ● Assign purposeful groups ● Provide examples of scripted perspectives 	Students may: <ul style="list-style-type: none"> ● Work in assigned group ● Use a scripted perspective
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● Provide opportunity for a facilitative role ● Provide graphic organizers for synthesizing and comparing/contrasting perspectives 	Students may: <ul style="list-style-type: none"> ● Work in a facilitative role to gather various perspectives of groups ● Synthesize large group perspectives ● Compare and contrast the various perspectives

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • How authors use multiple points of view to create and resolve conflict. • Influences in a person’s life
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast different perspectives • Identify influences in a person’s life • Explain how families and peers can influence mental and emotional health
Critical Language:	Influences, Society, Conflict, Perspective, Opinion, Compare and Contrast, Affect

Learning Experience # 3

The teacher may define mental and emotional health so students can identify how conflict affects their personal, mental and emotional health.

Integration Continuum Color: GREEN BLUE PINK YELLOW

Blue: Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.

Generalization Connection(s):	Conflict can arise from the sharing of (diverse) perspectives within families and society; conflict can affect mental and emotional health.	
Teacher Resources:	https://www.youtube.com/watch?v=cycYUJCsJ-A (YouTube video on social, mental and physical health made by kids for kids. Music and images only. 3:31 in length) https://drive.google.com/open?id=0B0tUXwLnWmjxUVBpdkZJSUxLMkE (Power Point that discussed mental and emotional help as well as influences) https://drive.google.com/open?id=0B0tUXwLnWmjxQTVpUzNWTVA3RGs (Graphic organizer to be used with the Power Point)	
Student Resources:	https://www.youtube.com/watch?v=cycYUJCsJ-A (YouTube video on social, mental and physical health made by kids for kids. Music and images only. 3:31 in length) https://drive.google.com/open?id=0B0tUXwLnWmjxUVBpdkZJSUxLMkE (Power Point that discussed mental and emotional help as well as influences) https://drive.google.com/open?id=0B0tUXwLnWmjxQTVpUzNWTVA3RGs (Graphic organizer to be used with the Power Point)	
Assessment:	Students will watch video clips/power point depicting conflict affecting mental and emotional health. Students will complete a graphic organizer (e.g. t-chart, bubble, etc.) noting how conflict affects or influences mental and emotional health.	
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 completed graphic organizer • Assign purposeful partners 	Students may: <ul style="list-style-type: none"> • Use a completed graphic organizer • Work with a partner to verbally share ideas

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Provide opportunity for students to share videos with class 	Students may: <ul style="list-style-type: none"> • Find their own video clips to share with the class
Critical Content:	<ul style="list-style-type: none"> • Family and peer influence on mental and emotional health 	
Key Skills:	<ul style="list-style-type: none"> • Identify influences in a person’s life. • Explain how families and peers can influence mental and emotional health 	
Critical Language:	Influences, Society, Conflict, Affect, Emotions, Feelings, Health	

Learning Experience # 4

The teacher may review key elements of narrative and informational text so students can decipher these elements of the two different texts.

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

Yellow: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Generalization Connection(s):	Comprehension strategies and the use of informational text features help readers develop greater/deeper understanding of various texts and assists in performing specific tasks.
Teacher Resources:	http://www2.actden.com/writ_den/tips/paragrap/compare.htm#table (Compare and Contrast resource for showing similarities and differences in a text) http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf (Compare and Contrast graphic organizer) http://www.azed.gov/english-language-learners/files/2014/03/examples-of-text-features.pdf (Teaching TEXT FEATURES (nonfiction) A PDF that articulates the many features found in non-fiction texts. Can be shown via a computer or hard copy) http://www.uen.org/Lessonplan/preview.cgi?LPid=11287 (Teaching TEXT STRUCTURES (nonfiction) PDF’s that articulate the many structures found in non-fiction texts. Can be shown via a computer or hard copy) https://education.illinoisstate.edu/downloads/casei/3-01-04-handout%20TextStructureResources%201.pdf (How to teach Text Structures: 20 strategies) http://www.hoodriver.k12.or.us/cms/lib06/OR01000849/Centricity/Domain/873/LA_res TxtStruc ORS Module%20copy.pdf How to teach TEXT FEATURES AND STRUCTURES Includes descriptions, lessons and graphic organizers from Scholastic that compare and contrast non-fiction and fiction structures and features http://www.azed.gov/english-language-learners/files/2014/03/examples-of-text-features.pdf (Examples of text features) http://www.uen.org/Lessonplan/preview.cgi?LPid=11287 (Lesson plan examples)
Student Resources:	http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf (Compare and Contrast graphic organizer) http://www.azed.gov/english-language-learners/files/2014/03/examples-of-text-features.pdf (Teaching TEXT FEATURES (nonfiction) A PDF that articulates the many features found in non-fiction texts. Can be shown via a computer or hard copy)
Assessment:	Students will create a narrative and informational text wall as a class to show the key elements of each of the two texts, discussing the value of the elements to assist with comprehension.

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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: <ul style="list-style-type: none"> ● Provide leveled texts to show examples ● Assign purposeful partners 	Students may: <ul style="list-style-type: none"> ● Be provided leveled texts for examples ● Be assigned a partner to verbally share ideas
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● Provide opportunity for students to create a class bulletin board 	Students may: <ul style="list-style-type: none"> ● Create a class bulletin board
Critical Content:	<ul style="list-style-type: none"> ● Methods of communication 	
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 ● Identify the plot, to include the plot line, of a story 	
Critical Language:	Inferences, Opinion, Informative, Cause and Effect, Text features, Narrative	

Learning Experience # 5		
<p>The teacher may review comprehension strategies (e.g. main idea, details, predicting) so students can show evidence in knowledge of informational text.</p> <p align="center">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center">Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.</p>		
Generalization Connection(s):	Comprehension strategies and the use of informational text features help readers develop greater/deeper understanding of various texts and assists in performing specific tasks.	
Teacher Resources:	https://www.youtube.com/watch?v=vsfzZKMickI (An Introduction for Students YouTube video to introduce Reciprocal Reading strategies to students)	
Student Resources:	https://drive.google.com/open?id=0B0tUXwLnWmJxSUZPak9JTDhUTUU (Reciprocal Graphic Organizer for students)	
Assessment:	Students will work with a partner to perform a reciprocal reading strategy (refer to teacher resources) to demonstrate comprehension of the text.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● Provide modified reciprocal reading worksheet ● Assign purposeful partners 	Students may: <ul style="list-style-type: none"> ● Use a modified reciprocal reading worksheet ● Work with a specific partner

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● Provide opportunity for students to create a modified reciprocal reading worksheet for peers 	Students may: <ul style="list-style-type: none"> ● Create a modified reciprocal reading worksheet for peers
Critical Content:	<ul style="list-style-type: none"> ● Methods of communication ● Comprehension strategies 	
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. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary ● Apply comprehension strategies 	
Critical Language:	Informative, Text Features, Comprehension, Text to Text, Text to Self, Text to World	

Learning Experience # 6	
<p>The teacher may verbally give examples of internal and external conflict and then read a narrative text where character(s) are in conflict so students can study the character’s actions and reactions and how the conflict was resolved.</p> <p align="center">Integration Continuum Color: GREEN BLUE PINK YELLOW Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.</p>	
Generalization Connection(s):	Internal and external conflict can help drive characters’ Comprehension strategies and the use of informational text features help readers develop greater/deeper understanding of various texts and assists in performing specific tasks.
Teacher Resources:	http://commonlit.org/texts/down-the-rabbit-hole (Down the Rabbit Hole) http://commonlit.org/texts/a-slander (A Slander) http://commonlit.org/texts/the-golden-touch (The Golden Touch) http://www.literacyleader.com/sites/default/files/Character%20Graphic%20Organizers.pdf (A collection of Character and Attribute graphic organizers that support identifying feelings and conflict)
Student Resources:	http://commonlit.org/texts/down-the-rabbit-hole (Down the Rabbit Hole) http://commonlit.org/texts/a-slander (A Slander) http://commonlit.org/texts/the-golden-touch (The Golden Touch) http://www.literacyleader.com/sites/default/files/Character%20Graphic%20Organizers.pdf (A collection of Character and Attribute graphic organizers that support identifying feelings and conflict)
Assessment:	Students will be given a filmstrip (refer to teacher resources) to illustrate the character’s actions and reactions and then illustrate their own ending/resolution.

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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: <ul style="list-style-type: none"> Assign purposeful partners 	Students may: <ul style="list-style-type: none"> Work with a specific partner
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> Provide opportunity for students to create a role play to perform for class 	Students may: <ul style="list-style-type: none"> Create a role play to perform for class
Critical Content:	<ul style="list-style-type: none"> The development of stories includes both conflict and resolution The difference between internal and external conflict Methods of communication 	
Key Skills:	<ul style="list-style-type: none"> Read grade-level text with purpose and understanding Define the difference between internal and external conflict Describe change in a character as a result of conflict Identify the plot, to include the plot line, of a story 	
Critical Language:	Emotions, Feelings, Conflict/Resolution, Perspective, Inferences, Cause and Effect, Comprehension, Affect	

Learning Experience # 7	
<p>Teacher may show video/media clips about conflict so students can identify appropriate and inappropriate responses and media influence to responses of conflict.</p> <p align="center">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center">Blue: Equal and significant attention is given to techniques, skills, or concepts of both disciplines. Authentic experiences and media are used.</p>	
Generalization Connection(s):	Conflict, often portrayed by media in both appropriate and inappropriate forms of emotional response can reveal disagreements and provide unique opportunities to bring about positive forms of change.
Teacher Resources:	<p>https://www.youtube.com/watch?v=VIGyNWeZPT8 (You Tube: How to Stop an Argument - Dispute Resolution & Social Skills for Kids - 1950s Style. 10:05 in length)</p> <p>https://drive.google.com/open?id=0B0tUXwLnWmjxNzc5MXFCWkdjWXc (Graphic organizer to record “how to stop an argument (conflict folder)</p> <p>https://www.youtube.com/watch?v=bKGcR2Cnd9w&list=PLKnnKmkfseJG0YhBjdZZWXiSgz6ZLvGn9 (Internal conflict: cartoon Man vs Self length: 2:30 minutes)</p> <p>https://www.youtube.com/watch?v=3JI2QIY3VM&list=PLKnnKmkfseJG0YhBjdZZWXiSgz6ZLvGn9&index=5 (Internal conflict: Lion King clip length: 1:01)</p> <p>https://www.youtube.com/watch?v=oauGmJ52XmM&ebc=ANyPxKo9mAjEMdMypHDmVfPdXhASFcVLsYkTeYZiQ9IGwwLs0dvm5e6nqxt8lqMgTHLjMYLvszuSyYU6acYsNogIPdSNno2zw (External conflict: cartoon Inside Out length 1:00)</p> <p>https://www.youtube.com/watch?v=EPQjUJFVFC4 (External conflict: cartoon Despicable Me length 52 seconds)</p>

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Student Resources:	<p>https://www.youtube.com/watch?v=VIGyNWeZPT8 (You Tube: How to Stop an Argument - Dispute Resolution & Social Skills for Kids - 1950s Style. 10:05 in length)</p> <p>https://drive.google.com/open?id=0B0tUXwLnWmjxNzc5MXFCWkdjWXc (Graphic organizer to record “how to stop an argument” (conflict folder)</p> <p>https://www.youtube.com/watch?v=bKGcR2Cnd9w&list=PLKnnKmkfseJG0YhBjdZZWXiSgz6ZLvGn9 (Internal conflict: cartoon Man vs Self length: 2:30 minutes)</p> <p>https://www.youtube.com/watch?v=3JI2QIYZ3VM&list=PLKnnKmkfseJG0YhBjdZZWXiSgz6ZLvGn9&index=5 (Internal conflict: Lion King clip length: 1:01)</p> <p>https://www.youtube.com/watch?v=oauGmJ52XmM&ebc=ANyPxKo9mAjEMdMypHDmVfVpdXhASFcVLsYkTeYZjQ9IGwwLs0dvm5e6ngxt8lqMgTHLjMYLvszuSyYU6acYsNogIPdSNno2zw (External conflict: cartoon Inside Out length 1:00)</p> <p>https://www.youtube.com/watch?v=EPQjUJFVFC4 (External conflict: cartoon Despicable Me length 52 seconds)</p> <p>https://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart graphic organizers)</p>	
Assessment:	Students will complete a t-chart to identify appropriate and inappropriate responses to conflict.	
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"> Assign specific partners and give opportunity for discussion after each video clip 	Students may: <ul style="list-style-type: none"> Work with a specific partner and be given the opportunity for discussion after each video clip
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> Provide opportunity for students to research how media and society influences conflict 	Students may: <ul style="list-style-type: none"> Be provided an opportunity to present to class clips of appropriate and inappropriate responses from media and society influences Journal various types of causes and effects with conflict
Critical Content:	<ul style="list-style-type: none"> The development of stories includes both conflict and resolution The difference between internal and external conflict Methods of communication Media and society influence on mental and emotional health 	
Key Skills:	<ul style="list-style-type: none"> Compare and contrast different perspectives Describe change in a character as a result of conflict Compare and contrast various methods of communication Understand how media and society can influence mental and emotional health 	
Critical Language:	Emotions, Feelings, Conflict/Resolution, Perspective, Cause and Effect, Affect, Influences, Society, Health, Opinion, Compare and Contrast, Media	

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Learning Experience # 8		
<p>The teacher may introduce the 5W's (who, what, where, when, why) and the difference between fact and opinion of writing so students can apply their skills creating a newspaper article.</p>		
<p>Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p>Yellow: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.</p>		
Generalization Connection(s):	Writing informational and opinion texts assists in examining a topic, supporting a point of view and conveying ideas logically and clearly.	
Teacher Resources:	https://drive.google.com/open?id=0B0tUXwLnWmjxc2hScUFwd2x1cEk (Newspaper Graphic Organizer 5 W's PDF) https://drive.google.com/open?id=0B0tUXwLnWmjxTDJLRTRCT09sQ0E (Learning Fact and Opinion Lessons PDF) http://www.dogonews.com/ (Varied news articles/ video clips to use for examples of articles from science, sports, social studies and the world)	
Student Resources:	https://drive.google.com/open?id=0B0tUXwLnWmjxc2hScUFwd2x1cEk (Newspaper Graphic Organizer 5 W's PDF) https://drive.google.com/open?id=0B0tUXwLnWmjxTDJLRTRCT09sQ0E (Learning Fact and Opinion Lessons PDF) http://www.dogonews.com/ (Varied news articles/ video clips to use for examples of articles from science, sports, social studies and the world)	
Assessment:	Students will come up with a newsworthy article and complete a graphic organizer of the 5W's . They will use this to prepare for their final assessment of becoming a journalist.	
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 examples of the 5 W's ● Provide an newspaper article 	Students may: <ul style="list-style-type: none"> ● Give one - three examples of the 5 W's. Read one article
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● Provide differentiated articles 	Students may: <ul style="list-style-type: none"> ● Can read at their reading level
Critical Content:	<ul style="list-style-type: none"> ● How authors use multiple points of view to create and resolve conflict ● The difference between internal and external conflict ● Methods of communication ● Influences in a person's life ● Media and society influence on mental and emotional health ● Family and peer influence on mental and emotional health 	
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 ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	

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	<ul style="list-style-type: none"> • Compare and contrast different perspectives • Compare and contrast various methods of communication • Understand how media and society can influence mental and emotional health • Explain how families and peers can influence mental and emotional health
Critical Language:	Influences, Emotions, Feelings, Society, Health, Conflict/Resolution, Perspective, Opinion, Informative, Cause and Effect, Text Features, Compare and Contrast, Comprehension, Affect, Media, Text to Text, Text to Self, Text to World, Organizational Writing Features

Learning Experience # 9		
<p>The teacher may show how to create a cartoon containing the elements (e.g. humor, political, entertainment) needed so students can demonstrate an understanding of the elements needed to develop a comic strip.</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center">Blue: Equal and significant attention is given to techniques, skills, or concepts for both disciplines. Authentic experiences and media are used.</p>		
Generalization Connection(s):	Writing informational and opinion texts assists in examining a topic, supporting a point of view and conveying ideas logically and clearly.	
Teacher Resources:	http://www.mykidsadventures.com/create-comic-strip-kids/ (How to create a comic strip in 7 steps or less: website and cartoon examples)	
Student Resources:	http://www.mykidsadventures.com/create-comic-strip-kids/ (How to create a comic strip in 7 steps or less: website and cartoon examples)	
Assessment:	Students will create their own cartoon depicting conflict using elements of humor, political, or entertainment.	
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"> • Assign a specific cartoon element • Assign partners • Assign specific roles of a cartoonist 	Students may: <ul style="list-style-type: none"> • Focus on one element. • Work with a partner to create cartoon. • Work in a specific role as a cartoonist (e.g. drawing, coloring, character developer)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Provide complex examples of cartoons depicting conflict 	Students may: <ul style="list-style-type: none"> • Compare and contrast all elements in that complex example
Critical Content:	<ul style="list-style-type: none"> • The development of stories includes both conflict and resolution • The difference between internal and external conflict • Methods of communication 	

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Key Skills:	<ul style="list-style-type: none">• Read grade-level text with purpose and understanding• Define the difference between internal and external conflict• Describe change in a character as a result of conflict• Identify the plot, to include the plot line, of a story
Critical Language:	Influences, Emotions, Feelings, Society, Health, Conflict/Resolution, Perspective, Inferences, Opinion, informative, Cause and Effect, Comprehension, Affect, Media, Organizational Writing Features