### Standards/Benchmark Questions to Consider:
- What basic assumptions are present in this standard regarding what is important to understand and who is important to read or learn about? What biases are present in these values?
- What implicit standards are present?
- How does this standard affirm that multiple cultures, histories, and perspectives are important for a comprehensive education? What perspectives are absent?
- How do the standards addressed by this unit or lesson need to be expanded or modified?

### Learning Targets
- How does this unit or lesson reflect the students who are learning the content?
- How is this unit or lesson relevant to students who are learning the content?
- How does this unit or lesson center the needs and voices of traditionally marginalized students?
- How will you adjust the unit or lesson to balance dominant narratives with traditionally absent narratives?

### Vocabulary/Academic Language
- What biases, misrepresentations, or dominant narratives are present in this unit or lesson?
- How will you adjust the unit or lesson to eliminate biases and misrepresentations in the language?
- How will you bridge the language of this unit or lesson with student language?
- How are you explicitly teaching reading, writing, and speaking for this discipline in this unit or lesson?

### Knowledge of Students
- How do you ensure that some students are not invisible or misrepresented in this unit or lesson?
- How does this unit or lesson validate students’ lived experience as experts to contribute to their own and their classmates learning?
- How does this unit or lesson utilize student interests, perspectives, and academic strengths?
- How does this unit or lesson honor and utilize family expertise?

### Evidence of Learning - Checking for Understanding
- What are the different ways this unit or lesson amplifies student voice?
- How does this unit or lesson ensure that all voices & student learning are equitably validated?
- What academic language needs to be explicitly taught so as not to be a barrier to assessment?
- What opportunities do students have for self-reflection/evaluation?
## Unit or Lesson Planning Template - *Equity Analysis*

<table>
<thead>
<tr>
<th>Instructional Plan</th>
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### Connection to Prior Knowledge/Hook/Warm-up
- How does the unit or lesson use examples and analogies from students’ lives?
- How do the learning activities and content apply to students’ lives?

### Modeling/Whole Group Instruction
How do the modeling and whole group instruction adapt to and validate varied ways of being and learning? (ex: idea exchange rates, task/relationship focus, clock time/cyclical time, restrained/expressive emotion, direct/indirect communication, individualism/collectivism, internal/external locus of control)

### Guided Practice
How does the guided practice in this unit or lesson adapt to and validate varied ways of being and learning? (ex: idea exchange rates, task/relationship focus, clock time/cyclical time, restrained/expressive emotion, direct/indirect communication, individualism/collectivism, internal/external locus of control)

### Independent Practice/Collaborative Practice
- How does independent practice/collaborative practice in this unit or lesson adapt to and validate varied ways of being and learning? (ex: idea exchange rates, task/relationship focus, clock time/cyclical time, restrained/expressive emotion, direct/indirect communication, individualism/collectivism, internal/external locus of control)
- What opportunities do students have for peer review and/or reciprocal teaching?

### Materials and Resources:
- What additional materials, resources or voices need to be added to make this unit or lesson more comprehensive and representative?
- Which materials, resources or voices need to be eliminated to make sure this unit or lesson is not biased or a misrepresentation?

### Modifications
- How will modifications that are made to meet the individual needs of students with IEP, 504 and WIDA Levels 1-2?
- How will modifications be made to adapt to and validate varied ways of being and learning? (ex: idea exchange rates, task/relationship focus, clock time/cyclical time, restrained/expressive emotion, direct/indirect communication, individualism/collectivism, internal/external locus of control)